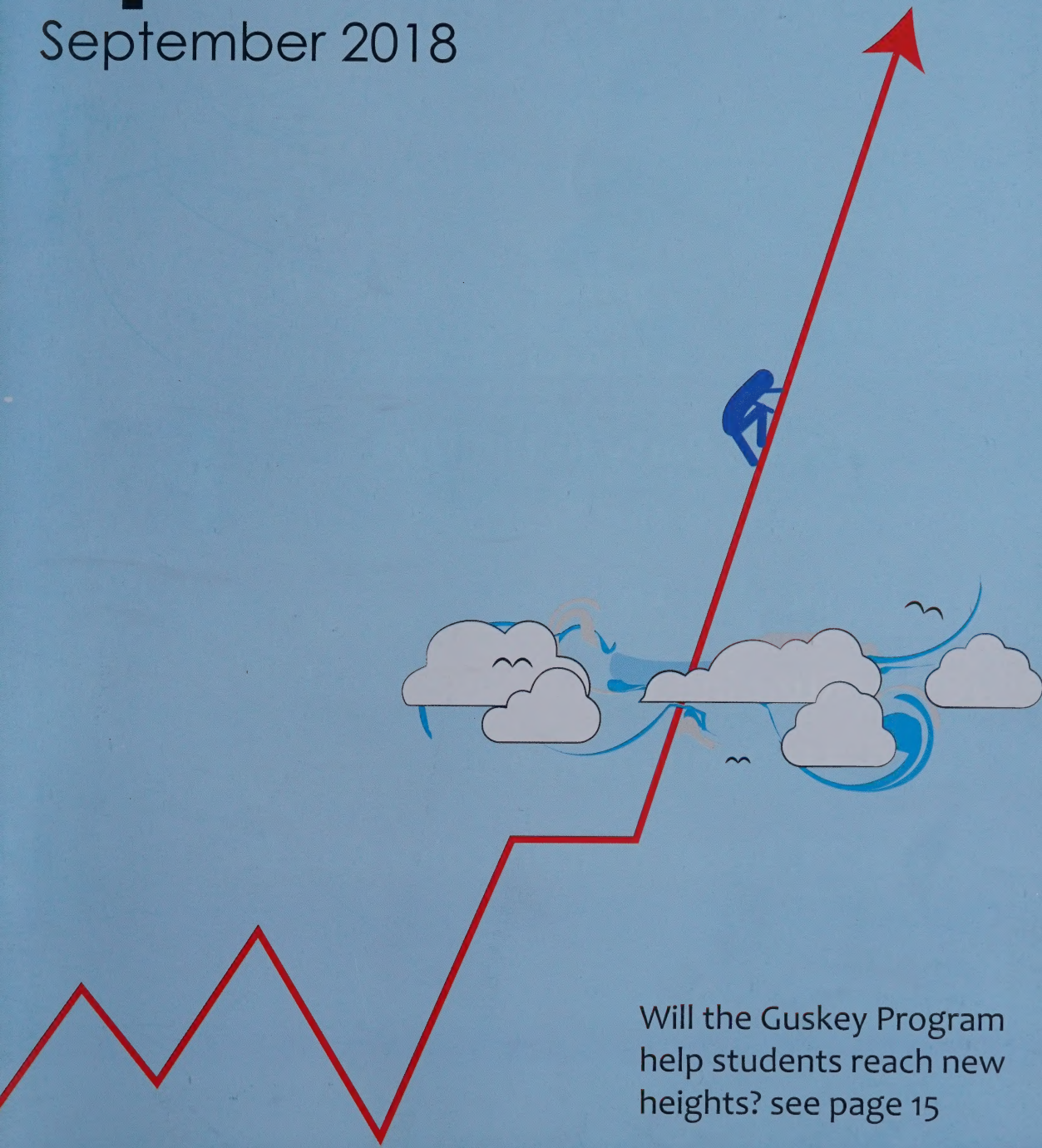
spartana

September 2018



Will the Guskey Program help students reach new heights? see page 15

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PHOTO BY AIDAN OCKEN

WHERE'S SPARTY?

Can you find the hidden Spartys within the issue?

Spartana Staff

Editors-In-Chief
Lauren Berta
Lisa Chen

Online Editor
Jonathan Dauterman

Copy Editor
Mikayla Havison

Design Editor
Emmalyn Meyer

Writers
June Hill
Emily Tyler
Julia Epling
Nathan Phuong
Matthew Quintos

Adviser
Terri Nowak

Editorial Policy

The Spartana is a monthly production of Student Publications: Newspaper at Homestead High School. Its purpose is to enlighten, educate and entertain. The Spartana has, and may continue to, operate a limited open forum for the free exchange of ideas.

Staff members support the First Amendment in its entirety and oppose censorship in any form. The content of the paper is determined by the student staff. In cases of potentially controversial material, the Editorial Board will meet to decide the content of the newspaper. The staff will be assisted by the adviser in areas of professional ethics and legalities.

Material that is libelous or obscene as defined by Fort Wayne Newspapers or could cause a substantial and material disruption of the school day as defined by the Supreme Court will not be printed. Southwest Allen County School corporation encourages vigorous treatment of a wide range of subject matter, including controversial issues, and student journalists are free to report and to editorialize on events, ideas and issues in their high school, community, nation and world according to Policy Number 4150.

Public input will be accepted from the Homestead community in the form of letters to the editor. Letters must follow standards concerning libel or obscenity. Those that could cause a substantial and material disruption to the school day will not be printed. Letters can be emailed to The Spartana at thespartana@gmail.com.

Meet The

LISA

Lisa Chen is a senior and moving into her third year on the Spartana staff as the co-editor in chief. Her favorite part about the Spartana is working with the staff to create a finished product and learning more things about the school through the interviews with students. This year, Lisa is looking forward to developing a theme for each issue, working with Lauren to highlight student achievements, and getting more people talking about the Spartana. In her free time, Lisa likes to run, hang out with friends, and watch Scandal.

EMMALYN

Emmalyn Meyer is a sophomore and is the design editor and a writer for the Spartana staff. She started her freshman year and loves being able to write stories that everyone will see and she will be acknowledged for. Emmalyn is looking forward to writing new and exciting things this year. In her free time, she enjoys reading and playing volleyball.

LAUREN

Lauren Berta is a senior and is moving into her third year on the Spartana staff as the co-editor in chief. Her favorite part about the Spartana is the creative license the staff has and the abillity to make the magazine their own. This year, Lauren is looking forward to changing up the magzine, working with the new staff, and making something special with the Spartana. Lauren also loves to read and is a self-proclaimed "foodie."

June Hill is a sophomore is a writer and designer for her first year on the Spartana staff. As the year goes on, June is looking forward to getting more comfortable interviewing people and having her skills grow as a writer. Her favorite part about the Spartana is all of the people and the work environment. Some of June's favorite activities to do in her free time are hanging out with friends and reading.

JUNE

NATHAN

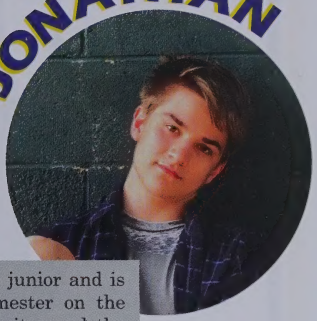
Nathan Phuong is a junior and this is his first year on the Spartana staff. He is currently an article writer and enjoys the opportunitiy he gets to write about current school affairs. Nathan's favorite activities to do in his free time are swimming, reading, and playing ping pong.

Staff

EMILY

Emily Tyler is a junior and she is currently a writer and reporter. Although this is Emily's first year on the Spartana staff, she has taken Journalism 1 and 2 her freshman and sophomore year. Her favorite part about the Spartana so far are the people. Emily said that "it's nice how you can have your own ideas but they can guide you and help you out." In her freetime, Emily enjoys dancing, shopping and playing with her cat.

JONATHAN



Jonathan Dauterman is a junior and is going into his fourth semester on the Spartana staff. He is a writer and the online editor for the Spartana website. Jonathan enjoys being able to work in a productive environment with the staff while also editing stories. He is looking forward to working with the new staff and distributing more stories this year. Jonathan also loves to do creative writing in his freetime.

JULIA

Julia Epling is a sophomore and this is her first year on the Spartana staff as a writer and designer. Her favorite part about Spartana so far is being a part of a group of great people and writing stories that the school will be interested in reading. She is looking forward to learning new things about the school and working with the staff. Julia enjoys hanging out with friends, playing in the band, and reading.

MATTHEW

Matthew Quintos is a sophomore and this is his first year on staff as a writer and designer. So far, his favorite part about Spartana has been the people he works with and writing his first article. Matthew is looking forward to informing the student body through his pieces. He also enjoys playing tennis and reading in his freetime.

MIKAYLA

Mikayla Havison is a sophomore and has been on the staff for two semesters. She is the copy editor, which involves editing and looking over spreads before they are released. Mikayla said her favorite part about Spartana is "getting to work with an amazing group of people and getting to write stories we care about." She's looking forward to creating new ideas for stories and working with a new staff. Mikayla likes to read and play with her cat in her freetime.

Happily

Mrs. Lyne
Mathematics

I went to college at Cal State Long Beach in California. I grew up in California and I was there for 32 years. This is my 9th year teaching. I just moved down here to Indiana this July.

Of all the different places in Fort Wayne, I didn't know what district to work with, because I didn't have a house. So I was researching, and Homestead came up a lot. It was really high in academics, it had lots of opportunities to develop curricular and extra-curricular activities and it had great opportunities for students.

Homestead is pretty nice. On my first day, I was actually pretty shocked when kids were actually thanking me. I've never heard that all 9 years.

It was nice to feel appreciated on day 1 and it's great as well as the faculty. Before I even moved down here, I was getting contacted from different teachers and staff inviting me to their homes.

I love working with other families. I love teaching because I get the opportunity to really provide for my kids.

I know how frustrating math is and [I love] to give what I learned and take it to other learners [so] that [they] don't have to go through the crazy frustration.

Mr. Hower
Chemistry

I went to IPFW. My family and I just moved here from Monroe, IN, which is about 25 miles south of here.

This is my 14th year teaching. I taught and coached at Adams Central High School. Leaving my old job was a tough decision but it was evident right away I made the right decision to come here.

Homestead is definitely known around the area as being a great school. This school offers opportunities for both teachers and students. As a teacher, coach, and parent, these opportunities were too great to turn down.

The science department teachers are amazing and have really enjoyed collaborating with them.

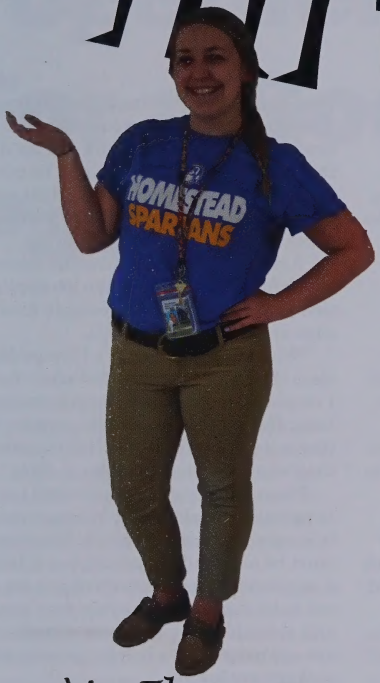
I really like how focused the staff and students are to succeed. I really like it.

Also, as assistant coach to the Boys Tennis team I am looking forward to a deep run in the state tournament next month!

My wife and I have been married 14 years and have three kids. We are very excited to live in Fort Wayne and be a part of SACS.

I coach and play tennis. I also am a huge Cubs fan and "The Office" junkie.

Hired



Other New Teachers:

Ms. Gigi Jarratt
Mathematics

Dr. Emily Ford
English

Mrs. Lynne Friske,
Special Education

Ms. Brooke Pareis
Special Education

Mrs. Ann Barnes-Smith,
Special Education

Mrs. Abigail Larrison
Sociology

Mr. Les McSparrin
Chemistry

Ms. Elsasser
FACS

I went to Purdue University and studied Family and Consumer Sciences Education. This is my first year teaching!

Being from the Fort Wayne area, I had never heard anything but positives about Homestead or Southwest Allen County Schools.

When I saw there was a job opening I knew it would be a wise idea to apply!

Some of my favorite things about Homestead so far being able to teach the class content I enjoy and the administration.

All of the administration and experienced teachers have been very helpful in making my first couple weeks successful.

I think that this school has overall great values and students. I am lucky to get to start off my career here!

I've lived here my whole life. I come from a fairly large family and enjoy being around people, especially those with good jokes. I am a big Packers fan.

I love to travel and go on spontaneous trips. My next planned trip is to the Dominican Republic.

Mr. Sherrill
Business

I graduated from Elmhurst High School. I dual majored at Indiana Tech and then St. Francis.

I played tennis, basketball, and baseball and then I went to Indiana Tech to play baseball there.

I lived in the district. I married my high school sweetheart and we have three kids.

This is my 10th year teaching. I taught here in Fort Wayne.

I was the head of DECA at Snider where I grew the program from 12 kids to 81 in 4 years. I will be joining Mr McNeal as a Co-Advisor for Homestead where we hope to take a record number of kids to Orlando this year for Nationals.

I was also a former college baseball player, High School Head Coach at Wayne HS, and I've also coached varsity basketball at Snider.

I have been a coach for multiple sports and I love being outside!

There's lots of good energy here at Homestead and lots of smiling faces. There are tons of nice people.

Homestead is awesome, it's a cool place, and I'm excited.

I am one of our CO-OP teachers for Seniors looking to come to school half day and go to work the other half of the day.

I attend Sonrise Church and have served in their Youth Ministry through FUEL.

The Job Search

JONATHAN DAUTERMAN

WRITER

Getting a job can mean a lot of things: it can be a signifier for the development into adulthood, an opportunity to get real-world experience, a chance to make new friends, and a way to make money. However, jobs also pose some newfound difficulties.

Age is a common obstacle for underclassmen searching for jobs. Many 14 and 15-year-old students looking for work have trouble because it is a common requirement for jobs that employees be at least 16. However, this should not discourage younger students from searching for jobs; many fast food establishments, such as IHOP, Wendy's and White Castle, are willing to, and often do, hire employees who are younger than 16.

Another issue that comes with age, is the challenge of finding transportation, or driving. Many underclassmen do not have their driver's license, and while getting rides with older friends and carpooling are viable options, not everyone has access to those resources.

"(The biggest challenge with work is) definitely rides because I can't drive myself," Grace Kammerer (11) said.

In this scenario, the best solution is to make your employer aware of the problem. It is incredibly unlikely that you will be let go from your position based on rides. Most of the time, the issue can simply be resolved by sitting down with your manager(s), explaining the situation, and requesting an adjustment to your schedule based on when you have access to transportation.

Extracurriculars are also a challenge, specifically, the ability of students to balance extracurricular activities with their work. It is especially a problem when both work and activities are immediately after school, leaving students without enough time to do both. This is often true with students participating in athletic activities, as such activities usually meet daily.

"I would definitely apply in the summer so you can get used to the job (before school) and notify them of the school schedule in advance," Kammerer said. "It would be great to give them your after school clubs schedule. Once you do get a job, make 2-3 friends to cover for you [when you are] in school."

When getting a job, it is best to make employers aware of these activities during the interview for the position, and when maintaining a job, it is crucial for students to inform employers of conflicts they have as well as times they are available.

Students whose grades are important to them, also have trouble balancing the workload of their classes and sleep schedules, with the stresses of a job. This delays their homework or chores by several hours late into the night, especially if they have sports. Planning for and scheduling every day in advance are key to mitigating this stress.

Isaac Hunter (11)
Photo by Jhonathan Dauterman

First things first, during a job interview, it is important to do the following things: dress sharply, speak politely, ask for details about responsibilities, and be ready for questions the interviewer might ask. Be prepared to share stories of past experiences in jobs or volunteer work.

A readiness for questions the interviewer might ask is critical if the job application process requires any outside knowledge or training.

"When I applied I took a lifeguarding class through the YMCA and after that I received an application from Summit," Isaac Hunter (11) said. "I did prepare for (the interview)...I just studied the material they went over in the lifeguard class."

When writing a resume to send out to potential employers, it is important to keep a few things in mind. Resumes must be neat and organized, but it is not a requirement for all resumes you send out to be identical; adjusting your resume and accomplishments to suit a position you are applying for is a helpful process when seeking employers.

Avoid overly specific and repeated descriptions of former jobs; if employers are that concerned about what your past work responsibilities were, they can contact your former employer. It is worth your while to spend more time describing specific accomplishments because this demonstrates that you are capable of above-average work.

Finally, avoid making your resume overly long or wordy. Employers with open positions will be almost constantly getting applications for those positions, and they don't have time to read a 4-page description of everything you've done the last decade and a half of your life.

Rather, compress your information and keep everything clear and concise.

Try to aim for the balance between vivid, thorough descriptions of accomplishments and straightforward, short descriptions of yourself.

Hopefully this article gave some insight in what a job is like, as well as how to apply and prepare for one. Take care Homestead!

Coming Together For a Good Paws

Ellen Nelson helps student Molly Zolman(11)
Photo by Theresa Nowak

JUNE HILL

WRITER

When someone is in need, there is a natural human instinct to reach out and help them. That is exactly what happened when Molly Zolman (11) was in need this past summer. The Homestead community as well as Molly's friends and family came together to raise enough money to provide her with a service dog.

Service dogs do everything from being a man's best friend to keeping their owners healthy and safe. These intelligent animals save lives; they are kind of like furry superheroes on four legs. With the help of 211 kind and giving people, Molly has recently raised enough money for one of her own.

According to her story on the GoFundMe, Molly suffers from an epileptic seizure disorder and she has one to three seizures a week. She has been through a few surgeries to try and put a stop to the seizures and the seizures have gotten better, but they are still a presence in her life.

Molly and her family are coming to terms with the fact that she will have to deal with seizures for her whole life, but they needed something that would help keep her safe during a seizures; that something was a service dog.

Shawn Harkness, a social studies teacher, started a GoFundMe to pay for Molly's service dog. $16,000 needed to be raised to cover the cost of the dog, it's training and other necessities like food and shelter for the 18 months it will take to become seizure dog certified.

"A $16,000 fee for one family is a lot of money, but a whole bunch of people giving 10, 15, $20-it's not that big a deal," Harkness said.

For Harkness, a GoFundMe was the perfect way to help raise money for the Zolman family.

"All I really do is go online, start it up and then spread the word on social media," Harkness said."Once you start the ball rolling, it just keeps on rolling because more people send it to more people. Then they just donate if they want, so it's no pressure, but at the same time, people who know the Zolman family quickly wanted to help."

With a GoFundMe, people can donate anywhere from $5, up to thousands.

Harkness was never skeptical about whether the money could be raised.

"I knew it was possible. I just didn't know how long it was going to take," Harkness said.

In the end, between friends and family of the Zolman's and the Homestead community, it took just two months to raise $16,410, exceeding the goal by hundreds of dollars.

"I was really excited," Molly said, smiling as she recalled the moment she heard that the money had been raised.

Her family was also excited.

"We are extremely grateful and humbled," Molly's dad, Chad Zolman said. "Our family was overwhelmed by the generosity of the Homestead community."

The Zolmans do not know exactly how having the dog around will change their lifestyle.

"We are hopeful that having the dog around will allow Molly some more independence," Zolman said.

Molly does not know anyone who has a service dog, but she loves dogs and is excited to have one of her own. She can't choose a breed but if she could, she knows what kind she'd want.

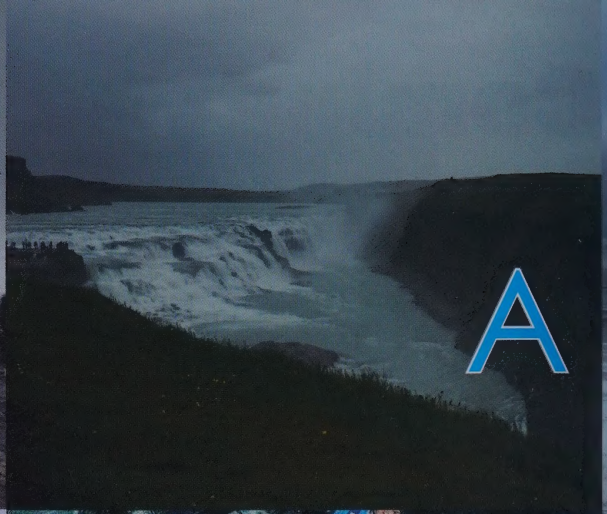
"I like golden retrievers," Molly said.

Regardless, she is eager to have any breed of dog, golden or not.

The Zolmans will get Molly's dog through Medical Mutts, an organization that strives to work in the best interests of the people and the dogs. They do not use shock collars to train their dogs, as they do not believe that punishing their dogs when they make a mistake is the right way to train them.

According to their website, Medical Mutts will teach recipients how to develop a strong and positive relationship with their service dog based on clear communication, mutual trust, and understanding.

Molly won't have her dog for another 18 months, but because of Shawn Harkness and the generosity of the community surrounding her, she will be safer and more independent than ever before.



A

COOL

SUMMER

PHOTO COURTESY OF REAGAN ROLLER

THE TRIP TO ICELAND

LAUREN BERTA
Editor-in-Chief

The landscape around you is stunningly beautiful, glistening with white snow, and the day is full of plans to trek across the fields of a foreign land: new places, new sights, new adventures.

This is Iceland, home to a little under 340,000 people and a series of glaciers, volcanoes, hot springs, lava fields, and geysers.

A group of eager science students made this trip a reality over the summer, June 21-27.

Homestead's science teacher Nancy Bogdanowicz planned the trip and coordinated with Education First Tours (EF), a tour guide service focused on education. EF was able to offer the group of students and staff the unique opportunity to explore Iceland alongside other EF tour groups.

"We stayed in the capital Reykjavík for most of the trip, but we also explored some of the countryside and another city [Hvolsvöllur]," Reagan Roller (12) said.

One of the group's focuses on the trip was to experience the country's landscape and culture.

"We visited shops sometimes but we mostly went to the outskirts of those cities, [Reykjavík and Hvolsvöllur], and visited the beautiful environment the country had," Cleopatra Schiffli-Sloffer (12) said. "One time we went into the outback . . . and went up a mountain with snow."

The students got to be adventurous on the tour as well, participating in several memorable planned activities. One example is the glacier walk, where students hiked up a glacier.

"The glacier was scary to hike up but the hike was well worth it," Jacy Sharp-Warner (12) said. "[It was] absolutely breathtaking. It was surreal."

Another focus of the trip was to learn about renewable and clean energy, of which Iceland is a pioneer. The students had the opportunity to tour a geothermal power plant to learn more about what makes the country clean.

"I learned that 100% of Iceland's energy is renewable," Schiffli-Sloffer said. "[One thing they also do is] they charge people for plastic bags if they ask for one at the store, which I think is a great way to keep the environment clean from plastic!"

Among all the memorable things that happened, there were parts of the trip that stood out from others.

"One of the best parts of the trip was going to this athletic center which had a pool, hot tubs and a slide," Roller shared. "It was about 40 degrees Celsius but that was compensated for by the fact that it was a heated pool. It wasn't planned but it was a fun bonding moment within our group and with the other EF tour groups."

Overall, the trip was a unique break from the summer heat and the students who went greatly enjoyed the experience.

"It was like no other place I have ever seen," Roller said. "It was such a peaceful and special place."

o left: The group is journeying to a glacier, an area nicknamed "no man's land" by the eals, and have stopped to take pictures. Left girl with phone: Jacy Sharp-Warner (12). y left: Tyler Groll (graduate)

o right: In the early part of their trip, they visit a waterfall which is one of the most well own in Iceland, Gullfoss.

ddle left: The group sees a field full of the flower Alaskan Lupine, the planting of which a country-wide effort to rebuild top soil.

ddle right: Now on top of the glacier, Langjökul, after the planned "glacier walk", a ture is taken with a 360 camera by one of the chaperones of the trip: Tyler Groll (grad- te), Reagan Roller (12), Stacey McDaniels (chaperone), Jason McDaniels (chaperone), eopatra Schiffli-Sloffer (12), Courtney McDaniels (graduate), Willow Pierce (gradu- e), Benjamin DiGregory (12), Andrew Rian (graduate), Ryan Lynn (graduate), Nancy gdonanwicz (science teacher), Jacy Sharpe-Warner (12), Ryan Kerr (12), Tony Gibson (chaperone), Heather Warner (chaperone), Sam Warner (graduate), Andrew Gibson (chaperone), Nicholas Elchert (12), Sam Ramos (12), and Lucas Barton (12).

Bottom left: The group is still on the glacier Langjökul in the middle right photo, holding pickaxes as some of them broke ice up along the path. Yorick Harker (tour guide), Lucas Barton (12), Nicholas Elchert (12), Andrew Gibson (chaperone), Willow Pierce (graduate), Reagan Roller (12), Ryan Kerr (12), Benjamin DiGregory (12), Tyler Groll (graduate), Ryan Lynn (graduate), Sam Ramos (12), Andrew Rian (graduate), Tony Gibson (chaperone), Nancy Bogdananwicz (science teacher), Stacey McDaniels (chaperone), Jason McDaniels (chaperone), Heather Warner (chaperone), Jacey Sharpe-Warner (12), Sam Warner (graduate), Courtney McDaniels (graduate), and Cleopatra Schiffli-Sloffer (12).

Bottom right: Here is the waterfall Seljalandsfoss, which the group got the opportunity to walk behind.

Homecoming celebrates Spartan pride

EMMALYN MEYER
Design Editor

The stands are packed with students in shirts bearing the country's colors. Even after a seven hour school day, students make their way back to the school to cheer on their prized football team. The student section brings the amount of energy necessary for the biggest game of the season: homecoming. There is a cool breeze, but it is unnoticeable with the heat of the crowd and the excitement. As a student crowd of nearly 1,000 gathers to watch the big game, it's hard not to be excited to be a Spartan.

Homecoming, one of the three most attended events at Homestead – prom and semi-formal being the others – is the one that brings about a sense of school pride.

Unlike many schools, Homestead does not have a homecoming dance; however, there are many other events that take place throughout homecoming week.

One event in particular is the newest version of what was started two years ago: Survival of the Spartans.

Comprised of teams of five girls and five boys from the same grade, the event is intended to create a larger turnout than the main events in previous years, such as tailgating. The teams will compete in six games: tug of war, egg toss, water bucket relay, three-legged race, wheelbarrow race, and an obstacle course. The winning team from each grade will compete against the others at the pep rally on Friday, the day of the homecoming game.

"I really love planning Survival of the Spartans because it's with a team, and it seems like when we do something like that, people tend to get really excited about it, since it's a team event," Charlotte Hagedorn (12), senior class president and head of the Homecoming committee, said.

Many students' favorite part of Homecoming Week is the theme days. USA is the theme for Friday, so students are expected to attend the game dressed like the country's flag.

One of the other main events of the night is the football game. This year, the team plays against North Side, whom they are confident they can beat.

"I feel like we can beat North Side at homecoming because we're the dominant team," Cameron Shannon (12), cornerback, said.

Because so many students, teachers, parents, administrators and Homestead alumni attend the game, the football players have more motivation to perform well at the Homecoming game. The large crowd also makes the game more interesting and exciting for the players.

"The crowd at homecoming helps with the energy and we get a good vibe," Shannon said. "It's fun to play with a big crowd."

However, the game and pre-game activities only set up for the main event: the Homecoming King and Queen. Last year's King, Garrett Willis, and Queen, Ameena Sohail, will be returning to crown the new Homestead royalty.

The nominees for queen are seniors Charlotte Hagedorn, Reagan Waugh, Amanda Lantz, Jackie Williams, Kara Gealy and Khira Hickbottom. The nominees for king are seniors Kade Kolpien, Pujeeth Meruva, Brayden Layton, Parker Neuman, Trevin Taylor and Rohan Gupta.

Raegan Waugh (12) is thankful to be a part of the Homecoming court, because it has always been a dream of hers.

"Being nominated for Homecoming Queen is honestly something that has always been a dream of mine, and actually winning it would be something so unbelievable yet so exciting," Waugh said.

Waugh has her own opinions on what it means to be the queen.

"To me, being nominated means that you put forth qualities that are respectable and appreciated by others around you," Waugh said.

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2

(1) Cameron Shannon (12) awaits a pass during the away game against Concordia.

(2) Jane Coolidge (11) cheers during the game against Concordia.

(3) Sparty, the school mascot, excites the crowd at last year's Homecoming pep rally.

(4)Ameena Sohail and Garrett Willis were last year's Homecoming Queen and King.

(5) Nik Martin (11) faces the student section at the Homecoming game last year. This year, the Homecoming theme is USA.

(6) The student section gathers to cheer on the football team at the first away game of the season at Concordia. The theme was Jersey Night.

6

PHOTOS BY ELLIE DENICE

3

4

5

Teaching the Teachers

PHOTO BY ELLIE DENICE

With a science class, Bekki Vail goes over a homework assignment and asks students if they have any questions over the material that will be in the next checkpoint.

LAUREN BERTA
Editor-in-Chief

We expect our doctors to stay on top of the newest medical advances, our lawyers to know if there are new laws, but what about our teachers? Does somebody teach them?

Homestead was introduced to one person who does: Dr. Tom Guskey. Guskey came out with his book, On Your Mark: Challenging the Conventions of Grading and Reporting, in Aug. of 2014. Since its publication, the book has become nationally recognized, and has found its way into Southwest Allen County.

Shortly after the last few days of school for students, some teachers volunteered to participate in training in Guskey's program, teaching them a different organization and aim in the classroom.

"It's a pilot program where Guskey uses the elements of mastery learning that have been developed, researched [and] studied by Benjamin Bloom, who was Guskey's professor and mentor," Holly Wenning, instructional coach for teachers, said.

What this means for classrooms, is different techniques to push students to mastery and ensure that students learn the information.

"What's different about mastery learning than what teachers normally do, is you grade (a) formative assessment and then you can go into one of two branches," Wenning said. "One, is for the students who didn't do well. They do test corrections and get a chance to re-test. But for the kids who did do well, who have mastered that information, they have an enrichment activity."

This plan tries to ensure that all students are in the same place before the next lesson or unit. The Guskey pilot attempts to fill the gap of knowledge that happens when teachers move on and the students who never achieved mastery have an increasingly harder time as the teacher moves on to new material.

If students have not already heard about these details of the Guskey pilot program through their classes, they might have heard about it from their parents, who received news in the first weeks of school.

"Parents whose students are involved in that pilot program have received letters explaining . . . what is happening in the process," Wenning said.

Between parents, students or teachers, there are a lot of different opinions circulating the community; but like or dislike the program, its shelf life is three units of course material. After three units, teachers can decide to keep going, or to discontinue the pilot program.

That being said, it's early in the school year for teachers to decide how well the program is working.

"I think it will be very good," Bekki Vail, biology teacher, said. "We're all getting used to the program right now, so if you came back and asked me in another month or so, I might have some different answers, but at this point. . . it looks like something I'll keep for the rest of the year at least, if not into the future."

At this point in the changeup, it is not clear yet whether students are seeing success under the new program.

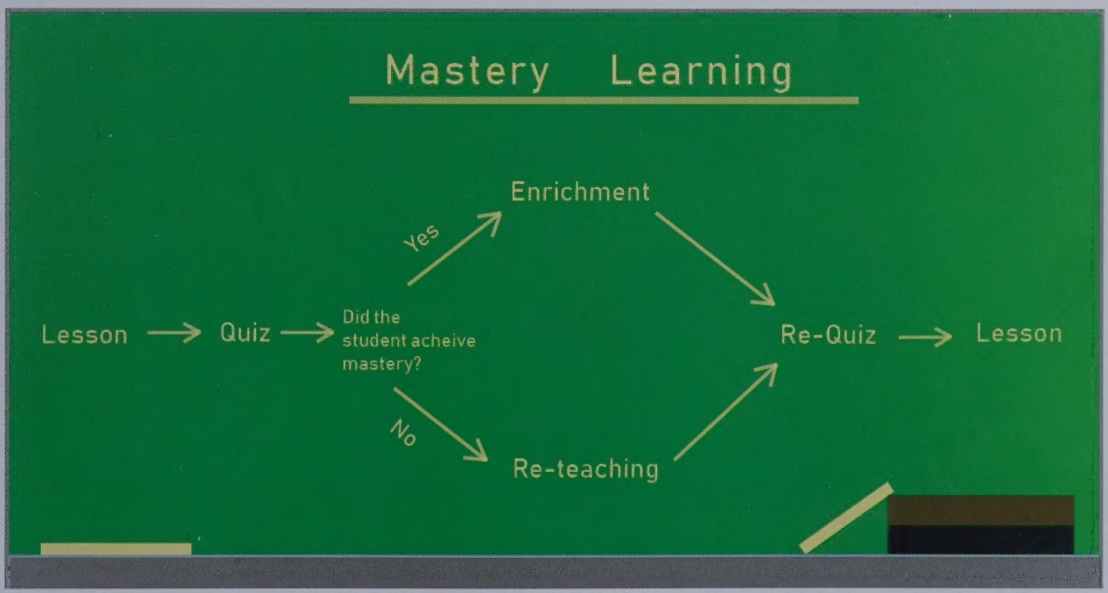
"It was a little bit of a mixed bag the first time," Vail said. "My AP kids did much better the second time. It depends on the class and the level of investment that you give the re-teaching and the learning in the first case."

Outside of the positives and negatives of the new structure, every teacher has to adjust to changes from what they have been doing in the past.

"All my notes are the same, I just don't get the review day where you do a kahoot or a quizizz; that's a change for me because I like to do those things," Tisha Bowman-Ashby, math teacher, said. "Then also, right now it adds a day. We used to have a review day and then a quiz, and now its quiz, corrections, quiz."

All in all, the teachers are hopeful that the program turns out to be a positive change for students.

"In the past, if you [teach] the content and lets say, 80% of the kids learn the information, next uint, those 20% that didn't really learn it, they're probably not going to learn the new information," Vail said. "So as you build on content throughout the year, you have fewer and fewer people actually reaching mastery. In this program . . . hopefully we'll get more students learning the first time, and then we'll be able to build on that information."



DESIGNED BY LAUREN BERTA

Double

LISA CHEN
Editor-in-Chief

When people think of the leader of the football team, the quarterback often comes to mind. Throughout the years, Homestead's quarterbacks have continued a legacy of success with many later playing Division One college football.

Likewise, last year's starting quarterback, Jiya Wright, is at Northern Illinois University as a football recruit. However, the loss of Wright has not caused significant problems for the team.

"This offense has adjusted really well especially because of the abundance of senior veterans we have this season," Brayden Layton (12) said. "Us seniors have set the standards for this offense and with the arsenal of weapons we have, there should be no one that can stop us."

This year, the team faces a unique situation with two quarterbacks in Jake Archbold (11) and Luke Goode (10).

"I am adjusting just fine to the new role as a quarterback," Goode said. "With the other leaders the football team has, it makes my leadership role easy and fun to do."

The transition into new roles has been similarly positive throughout the team even though the role of quarterback appears daunting.

"I feel like I've been adjusting pretty well," Archbold said. "I've got a great group of teammates that will support me in anything I do. They've made it an easy transition."

Although the quarterback situation is unique to this year's team, it has not impacted the team's game plan.

"Having two quarterbacks doesn't change the way we play," Layton said. "We have full confidence in both quarterbacks, so our play calls don't change and neither does our execution. It's just business as usual."

In fact, having two quarterbacks benefits the team as each one offers an experienced perspective for the other.

"Luke and I split reps in practice and help each other out as one of us watches," Archbold said. "It helps seeing the defense without the pressure of being in the game. We critique each other and push each other to be the best we can be."

The lack of rivalry between the two players favor's the team atmosphere.

"It helps that Jake and I support each other and want the best for the team regardless of playing time and who gets the specific opportunity that game," Goode said.

Ultimately, the similar goals of the quarterbacks allow the team to continue its successful season.

"My goals as a quarterback are to make my teammates better and help this team get to where we need to be to win a state championship," Goode said.

Likewise, Archbold holds lofty goals that the team will practice hard for during the season.

"I hope to win the conference title," Archbold said.

While having two quarterbacks seems like a drastic difference from other teams, the differences between the two players are slim to none.

"(The only differences are) height and hair color; that's about it," Layton said. "Jake and Luke are both big time playmakers that get the job done no matter what. These guys are filling big shoes very well so far and will continue the dynasty of elite quarterbacks here at Homestead."

With the homecoming game next week against Northrop and Carroll week following, it is safe to say that the team is looking forward to the games ahead.

PHOTOS BY YANA

Trouble

Jake Archbold (11)

Luke Goode (10)

RUNNING TO THE NEXT LEVEL

LISA CHEN
Editor-in-Chief

Although the fall sports' season officially begins at the end of July, all teams practice throughout the summer to prepare for the season to come. For one team, this practice took a more intense form with a trip to Colorado.

From July 12-15, 12 members of the boys' cross country team attended cross country camp at the University of Colorado Boulder.

"We went to Colorado because it's a cool place to run since a lot of professionals train there," Ryan Ruppert (12) said. "We wanted to see what it would be like running at altitude since Boulder has an altitude of 5000 plus feet."

By experiencing a tougher environment to run in, the boys improved their running abilities overall.

"We learned about different stretching techniques and the importance of building your aerobic capacity in order to be successful in distance events," Ruppert said.

Clearly, the summer running has been paying off. The team placed first at the Snider Hokum Karem, second at the Huntington North Invite and second at the Penn Invite. The team even set a school record with 23 points scored at the Warsaw Tiger Classic, winning first place.

"This year is an amazing year for us," Eduardo Santoscoy (12) said. "We have runners coming back from last year that have ran semi-state, which is an amazing experience due to us knowing the expectations in practice and in meets to make it to state this year."

Certainly, the experience on the team has set the tone for the season: six out of the seven varsity runners are juniors or seniors.

"Our experience this year helps us because we are more confident going into big races and have faith in each other," Ruppert said.

As upperclassmen, the expectations are different in the forms of leadership.

"It's different (being a senior) because you have more expectations and we also have the responsibility to encourage the younger runners to work hard and to represent Homestead," Santoscoy said.

Although the upperclassmen hold the responsibility of leadership, they must also improve themselves to compete in meets.

"We have to build on this experience by improving everyday and learning from our mistakes," Ruppert said.

With the combination of the Colorado camp and the vast experience of the team, the boys have established themselves as a premiere team in the state, with the IHSAA ranking them as sixth in the state. However, with the failure to qualify for state last year, the team is looking to bounce back this year.

"We tend to push each other harder in practices and in meets because we know we can't just make it to state without working hard," Santoscoy said. "Our main goal for every meet is to win it as a team and also learn from them too."

The current successes have the boys in high hopes of what is to come for the rest of the season.

"Coach Ian has been pushing us to our limits and he knows, as well as the team, that this will be our year," Santoscoy said.

PHOTOS COURTESY OF ANITA DIGREGORY, REESE CROWELL AND RYAN RUPPERT

NOBLE
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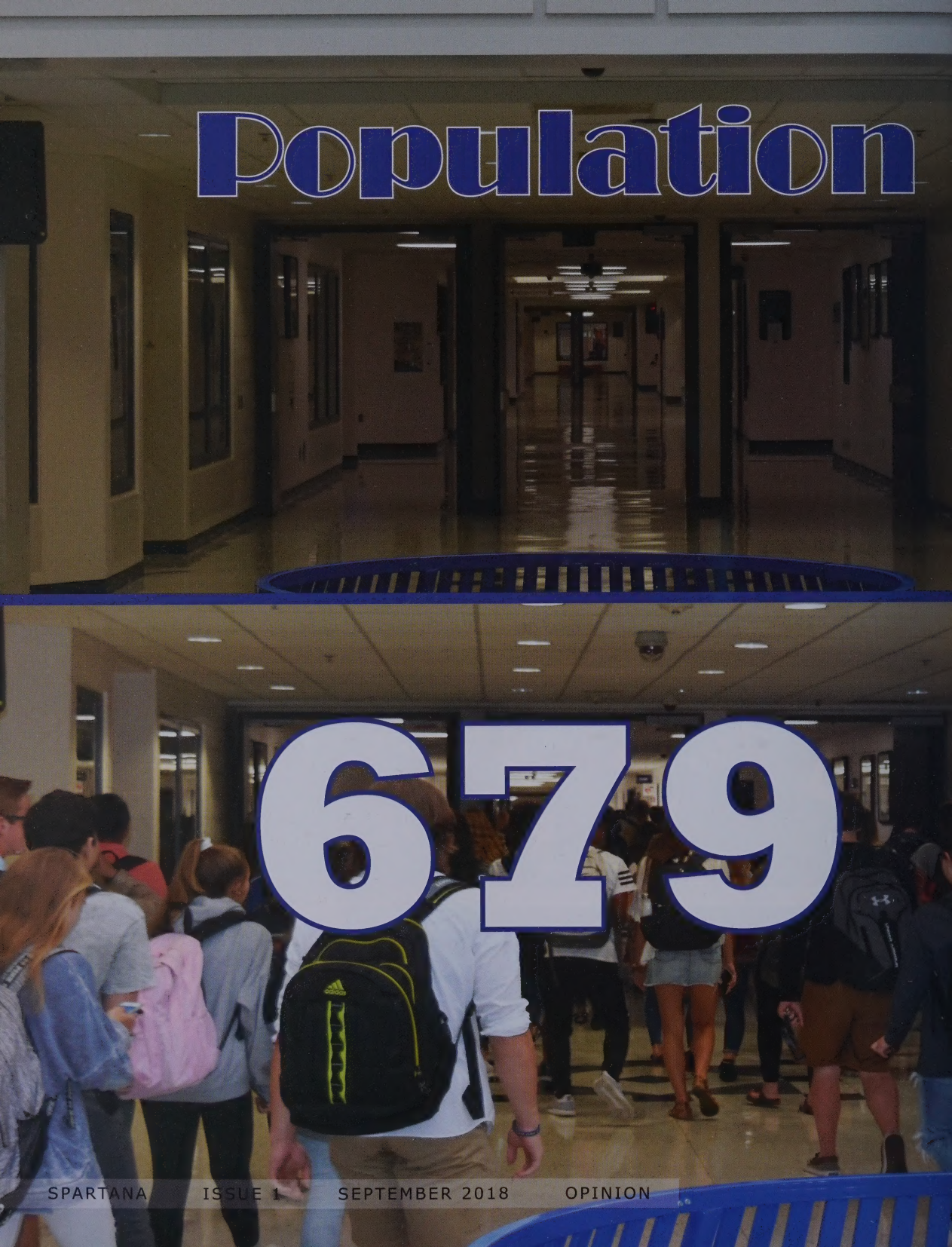
Population
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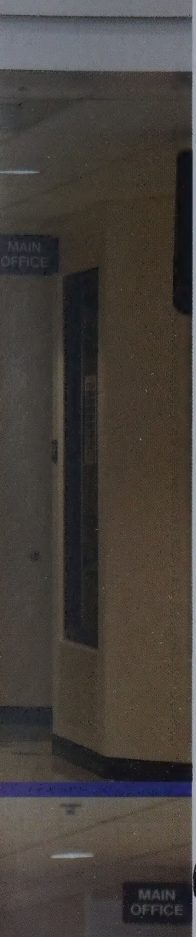


Matthew Quintos
Writer

The incoming class of 2022 boasts a class size of 679 students. This is the largest freshman class in school history.

"The freshman class trend line shows long term growth, but this is a bubble, with the numbers falling back in line to the trend next year," Park Ginder, principal, said.

According to the school's data, the large class size is an anomaly and it is predicted that class sizes will trend downwards next year.

The larger class size seen this year is a departure from the typical annual enrollment of 600 students, however, administration shared that this year's influx of students was expected and planned for based on enrollment numbers from last year's eighth grade graduating class. The administration has accommodated this larger class by hiring an additional freshmen biology teacher and expanding class sizes in Seminar, PE, Choir and Band to maintain the 28 student capacity for academic classrooms.

"(The larger seminar classes) means more students are choosing to use this time to focus on homework, and get help as needed with the use of our peer tutors and other resources such as the math room," Alyssa Braman, freshman counselor, said.

While to some a larger class size may be a negative experience, a larger class size allows for a larger curated curriculum for students, a curriculum that smaller schools cannot take advantage of. Higher student enrollment numbers will not only lead to a more diverse curriculum will also enhance extracurricular availability.

"More students means more opportunities for students and teachers to connect and build relationships," Braman said. "We hope that the Class of 2022 brings great things to Homestead by getting involved and sharing their passions."

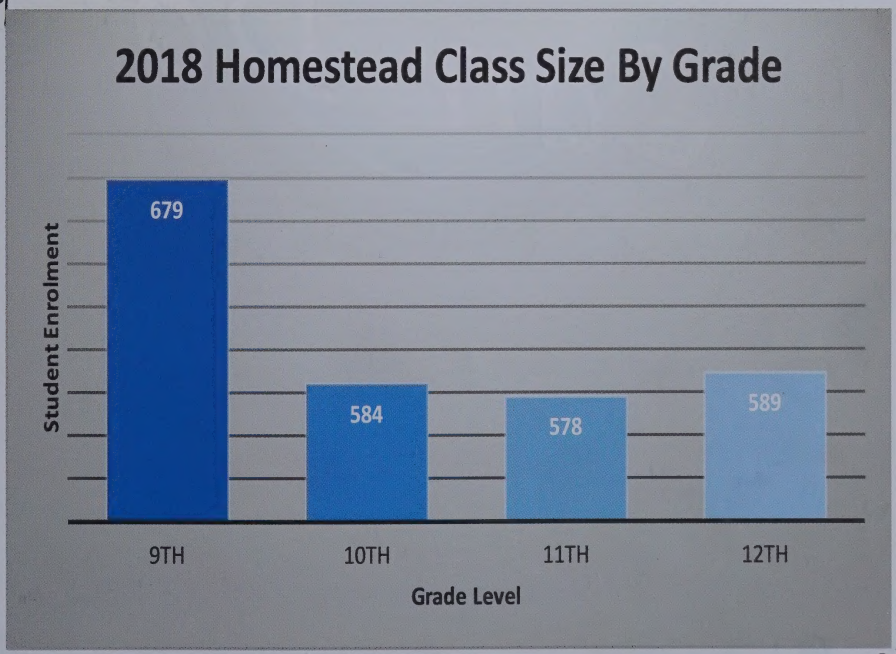
An unfortunate side effect of the population boom however, is the increase in hallway traffic. This patience-testing dilemma is encountered by most all students. The traffic is particularly heavy among the main front hallway and smaller hallway intersections leading to the Freshmen Academy. These hallways jams increase student tardiness, limit bathroom usage and cause aggressive "hall rage" unbecoming of students and staff.

"The hallway traffic makes it hard for me to get to class on time," Madeline Emenhiser, a freshman struggling with crowded hallways, said.

Contrary to popular thought, plans for the renovation or rebuilding of Homestead have not been affected by this year's larger freshmen class, as it is not indicative of an extensive community change.

"All things influence a potential remodel or renovation project, but we've been tracking this class and all others for years," Ginder said. "This bubble didn't push the decision one direction or the other."

The school board has yet to finalize a decision for Homestead's future, sowith the construction plans still uncertain, the community is still awaiting the fate of the school building.



DESIGNED BY MATTHEW QUINTOS

What a Little Color Can Do...

MIKAYLA HAVISON

Copy Editor

As you stand at the end of the hall on your first day of school, you become overwhelmed by what you see: white walls. It's your first day and this is not the environment you were planning on spending the next 180 days in.

Homestead is well known for being an academically and athletically prominent school in the area. From providing a litany of AP and Dual Credit courses to having one of the best bands and football teams in the state, the school seems to stand out amongst the schools in the areas; however, one could not come to this conclusion by walking down one of the school's numerous halls.

The problem of lackluster decorations seems to be an easy fix; however with a possible renovation/remodel of the school on the way, the school is concerned about investing money into decorations that could be destroyed later on.

"We don't want to invest money in cool things that could be lost in a major renovation or building project," Park Ginder, principal said.

Not only does the update of the school pose a problem for decorating, but the school's lack of budget for beautification is not helping the situation either.

Last year, Ginder proposed forming a beautification committee to student government. this committee was formed, but failed later on.

To counteract the failure of the beautification committee, student government provided the school with money to provide for the large metal posters; however, the posters can be considered a bit on the generic side and are only located in front of room 303, across from the IMC.

The school has a quantity of posters that have the potential to be spread about the school, but the school wishes to make them seasonal, rather than creating a balance of beauty in all of the halls.

Although the posters have some interesting elements, they could do a better job reflecting the student body as a whole. A few of the posters reflects screenshots of the website and respected figures, such as Martin Luther King Jr. These elements add a nice touch to the hallway, but they fail to reflect who the students are as individuals.

"The building should be interesting and stimulative, and the plain white walls of Homestead don't provide that."
-Brooke Clements (10)

To fix this issue, the school could have the student-designers use images that are more oriented towards the students. The posters are not supposed to show the faces of students, but incorporating images of the school, could make the hallways less dismal.

Additionally, adding more artwork (in the form of paintings, posters, etc.) or using what is already present in some of the more distant hallways, could increase the happiness of students and decrease the boring nature of the hallways.

A few pops of color spread consistently throughout the school could make the environment for students and staff a happier place. A variety of psychological studies have revealed that color has a major influence on mood and such adding of color could positively influence the moods of all people in the school.

"A high school shouldn't just be a place to go 7 hours a day," Brooke Clements (10), a student who spent the majority of freshman year traveling from the 200s to the academy. "The building should be interesting and stimulative, and the plain white walls of Homestead don't provide that."

According to an article released by the New York Times, when students in a probation centre resulted towards being violent, they would calm down faster after being put in a "bubble gum pink" room than they would in a white room.

Although there are a quantity of factors that go into a person's perception of color, the fact that color has the ability to change our mood is undeniable.

The sterile color of white is a great basis for the school; however building upon the seemingly plain walls could elevate the school and provide people with a more accurate depiction of who students and staff really are and what makes the school a special place, when they walk through the doors.

DESIGN BY MIKAYLA HAVISON
ART BY NATHAN PHOUNG

spartana

October 2018 | Issue 2

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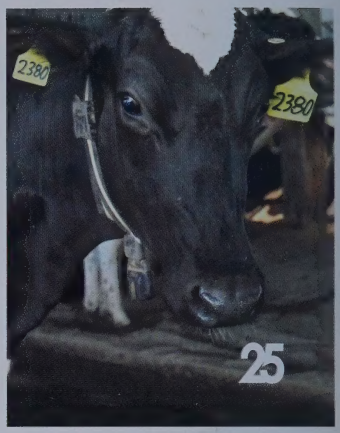

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Hear about how our teams performed during their regular and post season.

10-11 **Top 5 Homestead Happenings**
Get a quick summary of the most important news stories affecting you.

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16-17 **Let's Talk Halloween**
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spread design by Lisa Chen

Letter from the Editors

Hey Homestead! We hope you all are settling into the school year. As the new year brings new experiences and memories, the *Spartana* is bringing in a new format and style. The Table of Contents section will always display pictures from articles, page numbers divided by section and a letter from us -- your co-editors-in-chief. Each spread will feature the section name in the top left with new fonts and font sizes throughout the issue. It is our hope that this re-design allows for a cleaner read. Additionally, we are adding two recurring segments: *Humans of Homestead* and *June's Juice*. As the monthly publication for Homestead, we seek to further connect with the student body. Based off the Humans of New York Instagram page, *Humans of Homestead* will feature four students per issue based on a random draw of our criteria. We simply desire to share the stories of the typical student, regardless of background or interests. *June's Juice* is an advice column for entertainment, from our very own writer, June Hill. We encourage submissions of any questions you may have ranging from friendships to existential life crisis.

The mission of the *Spartana* is to be a platform for student expression that educates and challenges the community with the truth. Thanks to the student body, we quickly realized our mistakes in our last issue with the graph of student population by grade. In the chaos of ensuring that all pages are aesthetically pleasing, we failed to notice a significant mathematical error. We take responsibility for any misleading information published. In fact, we have ironically published a story on how to make graphs. It is our hope that you continue with this constructive criticism and send in letters to the editors so we can further improve. **We want to hear your opinions.**

With Halloween approaching, we also hope to provide entertaining pages for student interaction. Check out our center spread featuring a jack-o-lantern cutout of the Spartan head and a contest for the best carved jack-o-lantern.

As third year staff members, our jouralistic abilities have grown as we have grown with Homestead. With this experience, above all, we hope that the articles we choose to print accurately represent the school and community and appeal to the general population. The publication of the news magazine begins with the brainstorming process in which all staff members simply spit out ideas relevant to our mission and of interest to the writer and students. Ideas are divided into the categories of life, feature, or opinion. We hope that each section maintains the same number of articles between each issue.

As each staff member is assigned stories, the interview process begins. Writers must identify keynote interviewees based on background research. We want to hear your story. As writers complete interviews, articles form, portraying the emotion and details behind each idea. Throughout this process, photographers capture moments and designers develop the most visually appealing layouts. These are not easy, one-time processes. We review, revise and redesign multiple times. The font size and font can make all the difference in appearance. In the hope of transparency, we hope you learn about us so we can learn about you.

As the leaves change colors and fall, we hope to progress with the seasons, continually transforming and improving.

Sincerely,

Spartana Editors-In-Chief

Lisa Chen, Lauren Berta

Spartana Staff

Editors-In-Chief
Lauren Berta
Lisa Chen

Online Editor
Jonathan Dauterman

Copy Editor
Mikayla Havison

Design Editor
Emmalyn Meyer

Writers
June Hill
Emily Tyler
Julia Epling
Natan Phuong
Matthew Quintos

Advisor
Terri Nowak

Contact Us

Wesbite
hhsspartana.com

Email
thespartana@gmail.com

Twitter
@TheSpartana

Instagram
hhs_spartana

Snapchat
thespartana

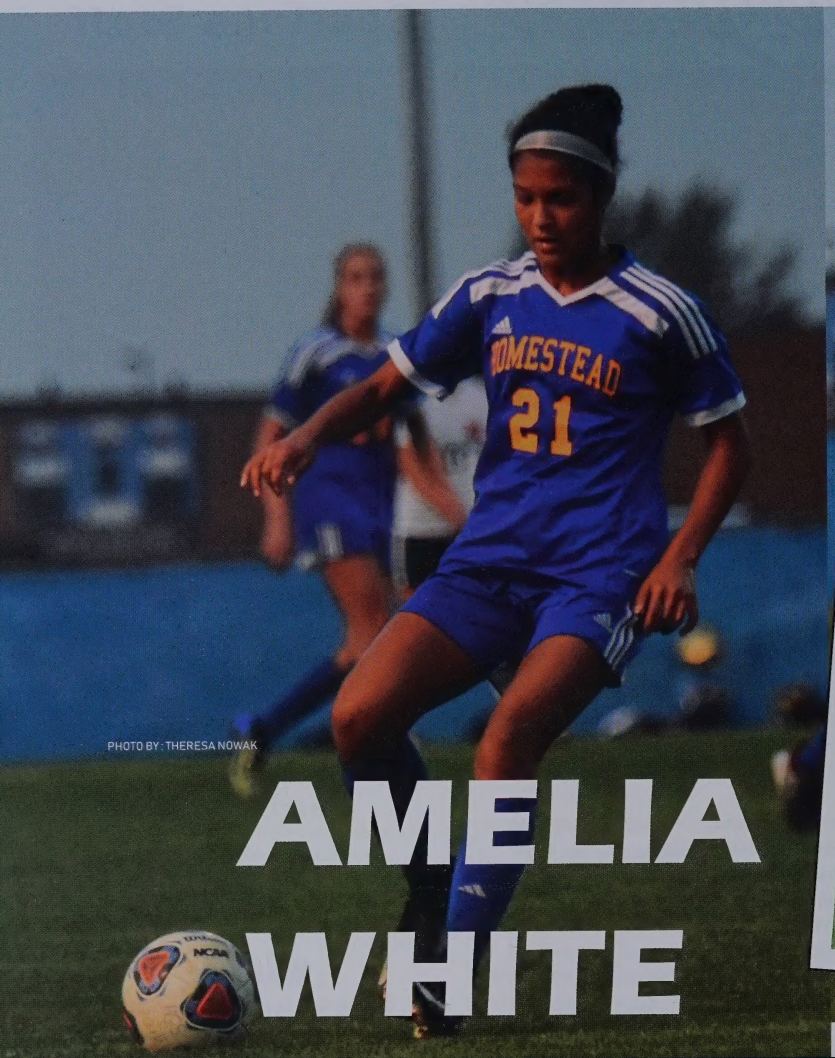


PHOTO BY: THERESA NOWAK

PHOTO COURTESY OF: AMELIA

AMELIA WHITE

left: Amelia White (9) focuses as she passes the ball.

Not Just for Kicks

EMMALYN MEYER

Design Editor

Have you ever dreamed of being able to play your sport for Team USA? Would you like to travel around the world doing something you enjoy? Would you like to accomplish those goals while you're still young? As only a freshman, Amelia White (9) has already checked those three goals off of her bucket list.

White currently plays for the the United States' national soccer team in her age group as a forward. While she was not born kicking a ball like many naturally gifted players, she grew up watching her brother play soccer and eventually decided to give it a try.

"When I was six years old, I saw my brother playing soccer," White said. "Unfortunately, he didn't stick with it, but I saw him doing it and it looked really fun, so I decided to join in. I ended up being pretty good."

The connection to soccer within her family extends to her other sibling. Her twin sister, Sophia White (9) also plays soccer for Fort Wayne United. Being sisters results in a bit of rivalry between the two. Although they play opposite positions - Amelia being a forward and Sophia being a defender - they often play against one another in their free time.

Many people look at the young White's career as some sort of dream because she has been able to travel to Spain, Portugal, the Netherlands, Germany and China; however, not many know how much her education and mental health are impacted by tournaments abroad and lengthy training. She spent her first week of high school at a tournament in China.

"It used to be really hard to keep up with school, but I've gotten a hang of it by communicating with the school to figure it all out," White said. "That's gotten a lot better, but mentally, it can be difficult, like missing the first week of high school – it was hard to come back, but I adjusted eventually."

Although she gets to travel abroad to memorable locations, most of her time is spent preparing for the game or playing, so she does not get to truly experience the country she is in. This is one sacrifice she has to make for the team.

"We mainly just play, but we do get out once a week and either go sight-seeing or go on walks or to museums," White said.

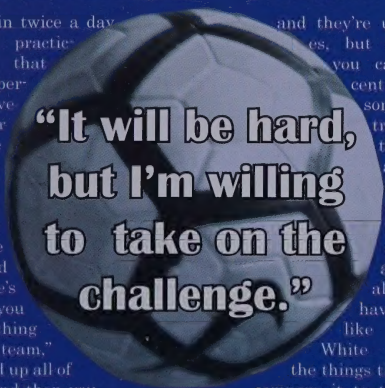
One reason that playing soccer on the national team requires so much commitment from the players is the intense training. Travel and time are required in order to ensure the team's success.

"It's all year long, and we'll meet usually once every two or three months and we train for a week," White said.

spread design by Emmalyn Meyer

top: White dribbles the ball down the field.

right: White kicks the ball into the goal to score.



"It will be hard, but I'm willing to take on the challenge."

"We train twice a day and they're usually pretty intense practices, but the coaches understand that you can't go one hundred percent all the time, so we do have some easier and lighter training."

Despite the challenges, White and her teammates are willing to sacrifice whatever's necessary for the end result - the excitement of a goal and a win.

"There's always sacrifices that you have to make to do something like playing on the national team," White said, "but when you add up all of the things that you have to sacrifice and then you compare it to the moments where you score the last goal with a minute left of the game, it's an amazing feeling, and it makes it all worth it."

However, the sacrifices were worth it when White scored her first international goal in Germany. She carries that special memory like a badge of honor on her sleeve. She dribbled the ball down the field during the first five minutes of the game, beating each player until she kicked the ball to the back of the goal, defeating the goalkeeper.

Having an experienced player like White helped the Homestead varsity team in their victory at sectionals because of her knowledge of the sport. Also, thanks to White's five goals at the regionals game versus Carroll, the soccer team took home first place and was able to advance to semi-state.

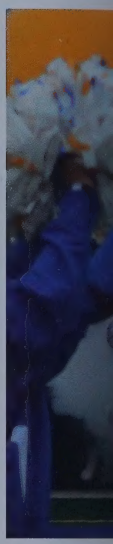
"Overall, Amelia's been a great benefit for the team, because she's so diverse in the way she plays and her style is so complex," Morgan Halliwill (12), who plans to play Division-1 college soccer at the University of Alabama at Birmingham, said. "Her way of thinking has helped our team develop and get so much better."

There are many great things in store for White, including the World Cup for her age group in 2020, so 2019 will involve a lot of training for the big event. It may be hard, but White is willing to make the necessary sacrifices to do well.

"The training will increase, so it'll be hard to keep up with school, but I'm willing to take on the challenge," White said.

Homestead vs Everybody

JULIA EPLING
Writer



Boys Cross Country

The varsity boys cross country team will be competing at state this Saturday at Terre Haute. On Oct 20, the team placed third at semi-state. The team is made up twelve runners including four seniors, six juniors, and two sophomores. The team has placed first three times and second five times. On Oct 6, the team won sectionals. Unlike most sports, cross country is a one class sport with roughly 400 teams in Indiana. Homestead's team has been ranked as high as fifth in the state, and has been ranked in the top ten all season. Seniors Ryan Ruppert, Zach Johnson, Eduardo Santoscoy, Reese Crowell, Reed Burton, and Jack Schoff are the captains for this season and have helped lead the team through a successful season. According to Coach Wilson, the team's greatest accomplishment this year has been scoring school record points of twenty three at the Warsaw Tiger Classic meet.

Boys Tennis

The varsity boys tennis team had an outstanding season, advancing all the way to the state tennis match, eventually losing to the now state champs, Carmel High School. They had nineteen wins and only two losses, both to Carmel. There are seven total players on the team, featuring one senior, two juniors, three sophomores, and one freshman. The captains are David Heiney (12) and Daniel Gilbert (11) who have been working with Coach Mumma to lead the team to enter the State Tournament. The team was ranked #2 in Indiana. The team was also recent regional champions and won again Carroll High School on October 3.

Girls Golf

The varsity girls golf team ended their season placing fourth at state. There are seven girls playing varsity this year consisting of two seniors, three juniors, and two freshman. The varsity team had undefeated dual match season with a final score of 8-0. They have won invitationals, a sectional, and a regional. According to Coach Jehl, some of the team's greatest accomplishments were finishing fourth at the state tournament, which is the highest finish by any Homestead girls team. It's also the fourth year in a row that the varsity team has gone undefeated in their dual match season. Finally, the team shot an even par 280 at the Concordia Invitational, which beat the old Homestead Girls Golf eighteen hole record.

Football

The varsity boys football team starts sectional play this Friday, Oct 26. If they win against Northrup, they'll play against the winner of the Snider vs Caroll game. The team has won six games and lost three so far this season. Between the varsity and JV roster, there are 94 players. This includes twenty four seniors, thirty two juniors, thirty one sophomores, and five freshman. Besides Coach Zolman, leading the team are captains Aaron Harris (12), Austin Layton (12), Jake Archbold (11) and Porter Haught (12). The team also beat their arch-rival, Carroll, on September 28 with a score of 38-17.

(1) The varsity football team runs to greet the crowd before the home game against Dwenger.

(2) The varsity boys cross country team begins their race.

(3) Sydney Rybolt (12), Morgan Dabagia (11), Rylie Parker (11), Madi Dabagia (9), Carrine Kogular (11), Simone Senk (9),and Coach Jehl, celebrates placing fourth at state for girls golf.

(4) Bryant Zitlaw (11), Daniel Gilbert (11), Tim Steiner (10), and Landon Sather (10), celebrate with their boys tennis team semi-state trophy.

spread design by Julia Epling

1
RTANS
PS
PHOTO BY: MORGAN HALLIWILL

2

3
PHOTO COURTESY OF: @SPARTYTWEETS ON TWITTER

4
HOMESTEAD
HOMESTEAD
HOMESTEAD
IHSAA
PHOTO COURTESY OF: @SPARTYTWEETS ON TWITTER

5
PHOTO COURTESY OF: ANDREW MEIER

1

PHOTO COURTESY OF: @SPARTYTWEETS ON TWITTER

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PHOTO COURTESY OF: @SPARTYTWEETS ON TWITTER

5

spread design by Julia Epling

Homestead vs Everybody

JULIA EPLING
Writer

PHOTO BY: YANA WEIR

Boys Soccer

The varsity boys soccer team has a record of 9-3-5 this season. They recently won the sectionals game on Oct 6. The captains are Rocco Zirille and Marco Navarro. According to Coach Houser, the team's greatest accomplishments of the season has been going undefeated versus class 1A and class 2A ranked opponents. The team was also the co-champions of the Carroll classic.

Girls Cross Country

The varsity girls cross country team will be running the state meet at Terre Haute this Saturday. Through the leadership of Coach Wyss, the varsity girls cross country team has placed first one time, second twice and third 4 times. On Oct. 6, the varsity team placed second at sectionals, just behind Carroll. On Oct 20, they placed fifth at semi-state. The team is made up of ten runners, with seven of them running in a varsity race. This includes two seniors, four juniors, one sophomore, and three freshmen. The captains for this year are Izabella Henschen (12) and Julia Dvorak (11). The team will be running at the state meet on Oct 27.

Girls Volleyball

The varsity girls volleyball team lost in the sectional semi-final to the number one ranked team in the state, Yorktown, who is also ranked third in the nation. The team has a record is 21-14 finish out their seasons. On Oct 11, the team won sectionals, but on Oct 13 the team lost the second round of sectionals to finish the 2018 season. There are 14 players on the varsity team with 4 seniors, 7 juniors, and 3 sophomores. The captains of the team this season are seniors, Payton Krahn, Destiny Moore and Katy Chess.

Girls Soccer

The varsity girls soccer team advanced to the state tournament which will be held this Saturday, Oct 27 at IUPUI against Carmel. This is the first time they have advanced to state in 17 years. The team has had a great season so far with fifteen wins and only three losses, including a win at sectionals on Oct 6 and a win at regionals on Oct 13. The team is made up of five seniors, seven juniors, six sophomores and five freshmen to total twenty three players. Leading the team this year are captains, Jessica Tanzler (12), Ainsley Wehrle (12) and Gabby Torrez (11), alongside Coach Link. The team will be playing the state tournament this Oct 27 against Carmel for the first time in 17

(1) The varsity girls soccer team celebrates being regional champions.

(2) Patrick Seifert (11) runs during the varsity boys soccer sectional game.

(3) Payton Krahn (12) jumps up to hit the ball during the varsity volleyball match against Carroll.

(4) The varsity girls cross country team celebrates placing second at sectionals.

(5) The varsity boys soccer team stands along the sideline during the bsco sectional.

Top 5 Homestead Happenings

LAUREN BERTA
Editor-in-Chief

PHOTO BY AMILLE CHAMPRE HOWARD

National Merit Semifinalists

Homestead has nine National Merit Semifinalists this year, selected based on their PSAT scores from their junior year. The National Merit Semifinalists are Gabrielle Barrido, Chengyu Bi, Lisa Chen, Eilidh Drummond, Ashley Federoff, Jessica Majors, Vanessa Popescu, Natasha Sutter and Noah Virgilio.

This is the highest number of finalists that Homestead has had in the last several years, with the typical number being between four and five.

Finalists will be determined by their academic record in high school, participation in school and community activities, leadership, employment, honors and awards. Their SAT scores must mimic closely the PSAT score that made them a semifinalist. Semifinalists must also be endorsed by their school and submit a personal essay covering their background and interests. The names will come out later in the spring.

Students who become finalists, are not necessarily scholars. In other words, finalists are not guaranteed monetary scholarships. The scholarships come from three different sources: National Merit Scholarship Corporation, American colleges and businesses and corporations. Only 2500 students receive scholarships from the National Merit Scholarship corporation, and those scholarships are $2500. Then there are 230 corporations that finance approximately 1000 scholarships to students of varying values, and 190 colleges that support approximately 4000 scholarships of varying values. That's a total of 7500 scholarships that are distributed to a pool of 15,000 finalists.

Although finalists success might not result in direct scholarship money, many colleges will give students money to attend their school because they were a finalist in the program.

Metal Detectors

Starting Aug. of 2018, governor of Indiana, Eric Holcomb started a program that distributes metal detectors to schools free of charge. The program began after a student was accused of bringing two guns into Noblesville West Middle School and opening fire in a classroom in May of this year.

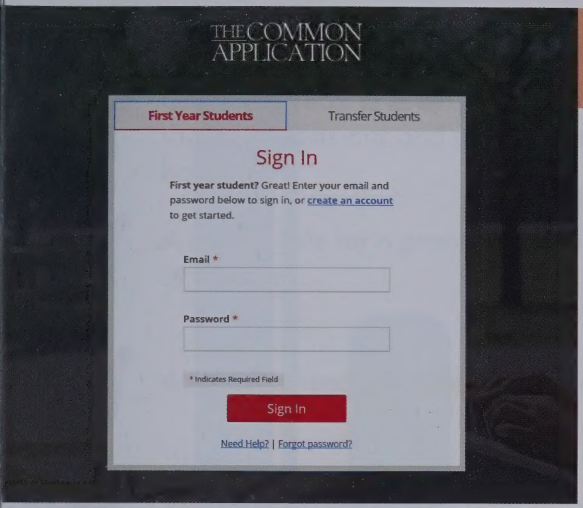
The metal detectors are hand held wands and are expected to have a significant effect on school safety. Homestead received eight metal detectors in Aug. as part of the voluntary program but has yet to decide what to do with them.

As the program is new to Indiana, there is no precedent for using metal detectors in school safety, but their presence will hopefully have positive results.

Whatever the school decides to do with them, the metal detectors will be a unique opportunity to ensure the safety of students.

PHOTO BY LAUREN BERTA

spread design by Lauren Berta


THE COMMON APPLICATION
First Year Students
Transfer Students
Sign In
First year student? Great! Enter your email and password below to sign in, or create an account to get started.
Email *
Password *
* Indicates Required Field
Sign In
Need Help? | Forgot password?

Common App

Most seniors this year are thinking about college applications, and with college applications, comes the Common Application. The Common App is a website affiliated with the College Board that collects all of the information asked by most colleges and allows students to send that information to all of them at once.

Instead of filling out the same information multiple times for each college you apply to, the Common App allows you do this only once, and digitally, which is much more forgiving if any information changes or if a student makes a mistake.

While not all colleges use the Common App, most do, and it is easy to find out whether one does or not. After making an account, students can add colleges under the tab "College Search," and those colleges then come up on the "Dashboard" tab. If a college does not use the Common App, the name will not appear in the search and students will not be able to add it.

While students do not have to use the Common App, it is easy and efficient compared to mailing separate packages to colleges and most colleges anticipate that students use it.

For more information, go to www.commonapp.org.

Semi-formal

Spartans, get ready for the first dance of the year! Semi-formal is a dance in which all grades are able to participate.

The dress code is semi-formal, meaning that girls generally wear medium-length dress, while boys wear dress pants and dress shirts but leave the suit jacket at home. It is a winter dance, so dress warmly.

If you bring a coat to the dance, you can give it to a parent-run closet by the dance floor and pick it up before you leave.

This year's theme is An Enchanted Evening, featuring garden themed decor. Semi-Formal is on Saturday, November 17th from 7 to 10 PM. You may buy tickets during lunches the week before the dance. Ticket prices will soon be announced.

If you do not remember where you put your student ID after registration day, start looking for it, because you will need it to get into the dance.

If you want to bring someone who goes to another school, make sure you fill out the appropriate paperwork with discipline so that they can get into the dance. The deadline is November 7.

DECA Gala

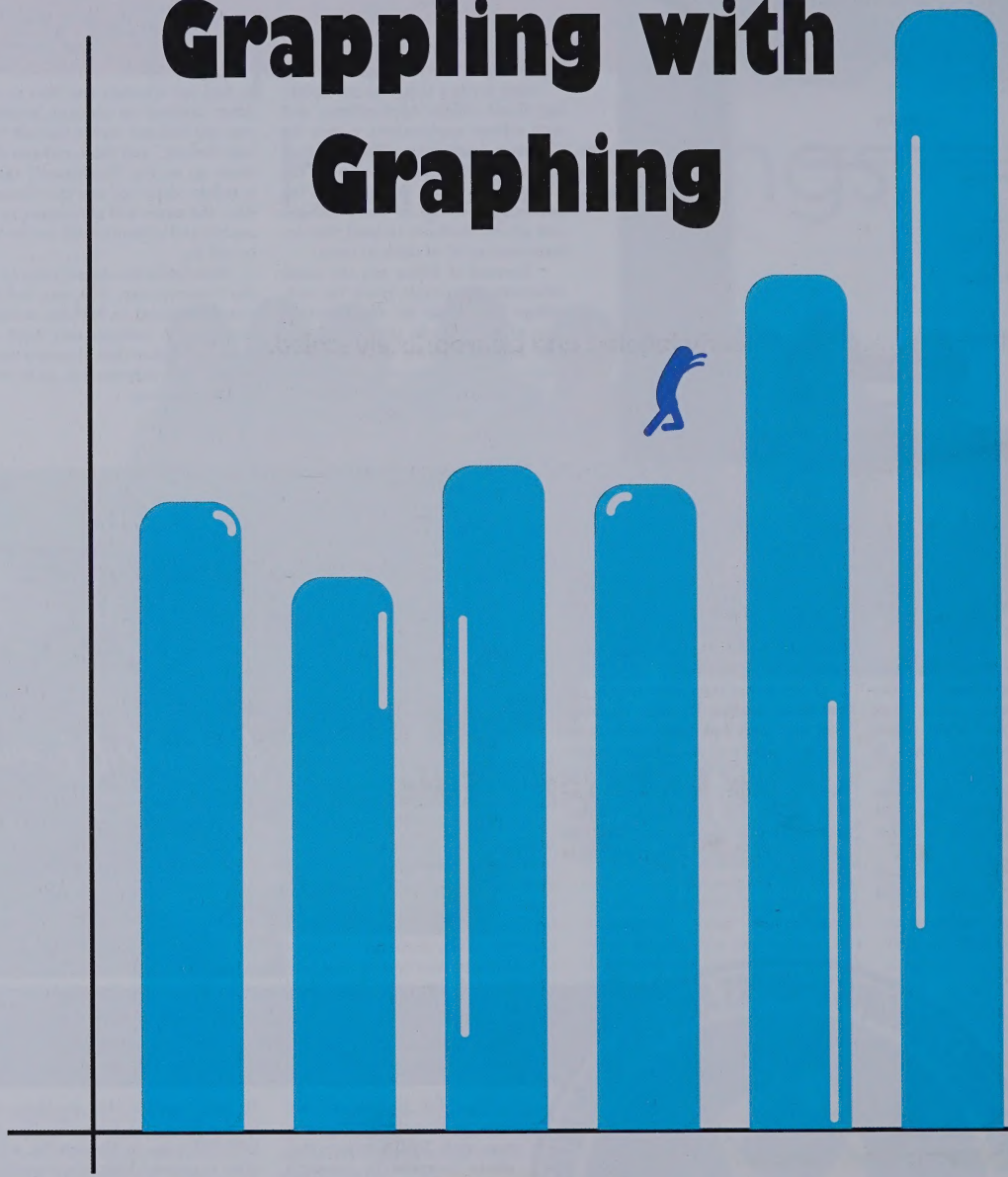
Over 100 Homestead students participate in the business club DECA where students compete in research and presentation driven events. Historically, competitors in DECA have been very successful, regularly placing in the top ten in international competitions against eight other countries.

Recently the club has decided to focus on an issue that is important to the community and the business world, the Indiana "brain drain." This is where successful and intelligent members of the population emigrate out of the area. To help resolve this problem, the club is hosting a Gala this Nov. 30, 6:00-8:00 p.m., at Homestead, which aims to connect high school students with local businesses.

The purpose of the gala is to expose students to the opportunities in Indiana and make connections and relationships that will give those students a reason to stay in the community in the future. A secondary goal of the gala is to raise funds to support the club for their competitions and scholarships.

Attending the gala is a great way for students to network and find opportunities. All students are welcome.

Grappling with Graphing



MATTHEW QUINTOS

Grapher-in-chief

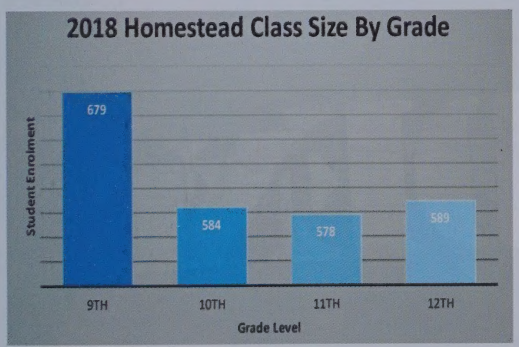
For some of us needing a graphing refresher, the Spartana is pleased to offer help to those struggling with graph making. As readers have pointed out, our graphing abilities on staff are rather lackluster. We are writing this article to appease ourselves and to point out our erroneous ways. To the people of Homestead, keep fighting the fake news. To the right, in consultation with AP Statistics teacher Brian Nicholson, is a checklist to ensure a proper graph.

spread design by Matthew Quintos

The Checklist:

- Good graphical displays begin with the correct data. The graphical displays should be relevant and seek to visually communicate the data clearly and honestly.
- A correct title for a graph includes the all variables being explored and units of measure.
- All graphs need to be clearly labeled and appropriately scaled.
- All graphs need labelled units that increase in a set interval scale throughout.
- If the graph does not begin with a y-axis starting at zero, it should be clearly marked as truncated.

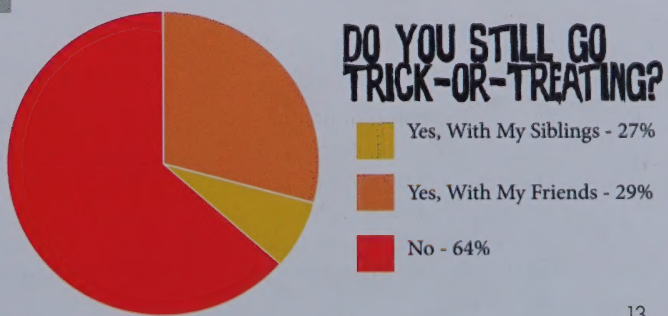
Graphing Horrors:
The Spartana Edition



The graph to the left does not have a labelled y-axis and does not have zero as the starting value. When developing a graph, make sure to check that the y-axis starts at sero and that there the axis increases at a constant interval.

Brian Nicholson, AP Statistics teacher, remarked that, "As long as scales are labeled and scaled, it is not necessary to start at zero but may be helpful for people who are not use to interpreting graphical displays."

When making a graph, it is important to double check your precentages. As you can see on the graph to the right, the precentages values do not add up to 100%, and instead adds up 120%.



In 2015, only 61% of high school students reported they always wear seat belts when riding with someone else.

HOW TO GET INTO A CAR ACCIDENT

6 teens aged 16–19 die every day from motor vehicle injuries.

A 16-year-old is 20 times more likely to be killed in a crash than an adult.

Source of Statistics: CDC, DoSomething.org

PHOTOS BY JONATHAN DAUTERMAN, MORGAN HALLIWILL, TASIA MYERS, ASHLYN FELTON

JONATHAN DAUTERMAN

Online Editor

As all teens know, car crashes are an utterly normal part of the universal human experience, and one that can provide nothing but benefits for all involved. What many teen drivers do not realize is that car crashes actually provide an excellent learning experience for what to do and what to avoid when driving your vehicle. Here are some tips for driving that can both lead to a car accident, and maximize the learning opportunities that come with such accidents.

DON'T bring a license. Life hack: the cops and the other passenger can't get any information about who you are without identification, so your monthly insurance rates won't increase.

DON'T use turn signals. Rather, choose to live life dangerously. Stay woke.

DON'T buckle up. All that buckles do is restrict your movements while turning the steering wheel. We wouldn't want the buckles to cause wrinkles, now would we? I know how important skin is to teenagers. (Or is that memes? Well, it's one of the two).

DON'T turn off your phone. In fact, I would recommend having as many distractions as possible: windows rolled down and music blasting on your radio while you text. An important part of life is learning to multitask and make the most out of your limited time. We might as well teach this to kids while they are still young, impressionable students.

DON'T pay attention to traffic signs. Really, they're more like suggestions than actual rules you need to follow. It would be best to disregard them entirely during your first year or two of driving. This applies to yellow lights as well. What do those even mean? Do I stop, or do I go? Frankly, with yellow lights, you can pretty much just do what you want.

DON'T obey the speed limit. The human experience is all about defying expectations and going 110%, and I see absolutely no reason why this shouldn't apply to driving as well.

DON'T use those pesky mirrors. "Objects in view are closer than they appear." What does that even mean? It's just confusing, and quite frankly, I don't trust it one bit.

DON'T use those windshield wipers. If your windshield is dirty, the rain will just wash it away. Honestly, it's a blessing to drive in a storm (free car wash!), and windshield wipers hinder the entire experience. 0/10, not worth it.

DON'T drive solo. This ties into what I said about multitasking; try to test your focus abilities by driving while maintaining a conversation with someone. Plus, c'mon: driving can get lonely. Might as well be talking about This Is Us while you're speeding on the freeway.

DON'T tell the truth. Relating to the above, consequences can be avoided if you choose to mislead and confuse everyone involved. It's how most politicians operate; it might as well be how you operate.

Kids, remember the Golden Rule of driving: If there's no cops around, anything's legal!

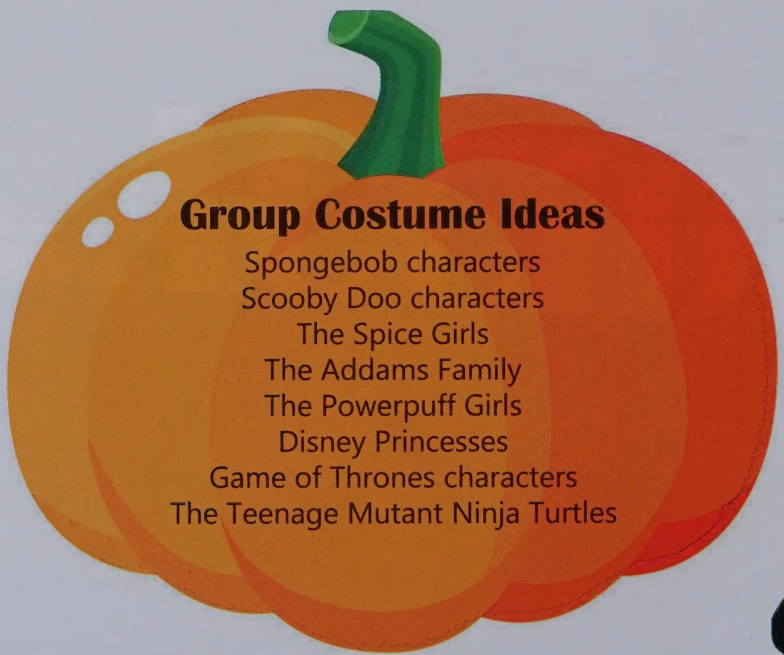
Please note that this is a satirical piece written by a student writer recently in a car accident. it is intended to convey how seirous driving is. Be safe!

Let's talk

Carving Contest: Send us your best jack-o'-lantern!

1. Cut out the spartan head in the center of the page.
2. Carve this design onto a pumpkin using whatever tools needed. You may add additional carvings or omit minor details.
3. Take a picture and email it to us at thespartana@gmail.com.

The best carved pumpkin will win a $20 Starbucks gift card!



Group Costume Ideas

Spongebob characters
Scooby Doo characters
The Spice Girls
The Addams Family
The Powerpuff Girls
Disney Princesses
Game of Thrones characters
The Teenage Mutant Ninja Turtles

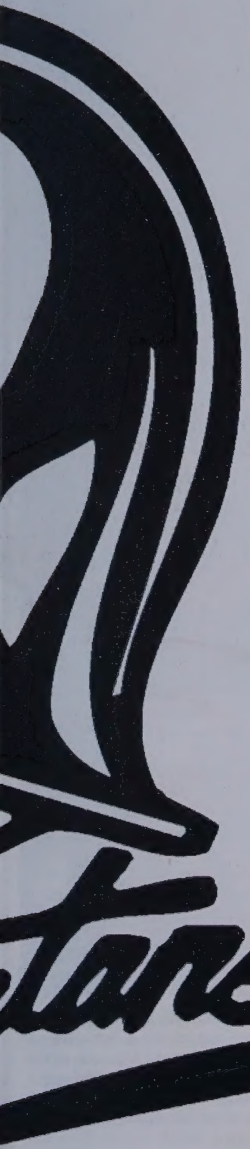
spread design by Lisa Chen

Halloween

Pumpkin Carving Tips

1. Choose a pumpkin with a stem and a flat bottom so it doesn't roll when you're carving it
2. Cut the lid out at an angle, so it doesn't fall in when you put it back on.
3. Trace your design on the flattest face before carving.
5. Curved edges are easier to carve with a small saw rather than a carving knife.
6. After carving it, sprinkle cinnamon inside it so it smells like pumpkin pie when you light it!

Courtesy of Isabella Deluca (12)



MIDDLE WAVES MUSIC FESTIVAL 2018

JUNE HILL

Writer

For the past three years Fort Wayne has hosted Middle Waves, its very own midwest music festival.

This year the festival featured groups like Lizzo, the Idles and Flint Eastwood, as well as many other local bands. Last year they had the Flaming Lips as their headliner.

According to their website, Middle Waves is "all-ages, all-backgrounds, all-music styles—all in one festival."

The festival also has a variety of activities like a dunk tank, yoga and a llama petting zoo. You can also make your own flower crowns, friendship bracelets and decorate a pair of sunglasses;however, the most popular station is the glitter bar, where festival-goers can cover themselves from head to toe in sparkles.

Middle Waves has a positive impact on Fort Wayne as it draws in people from out of town.

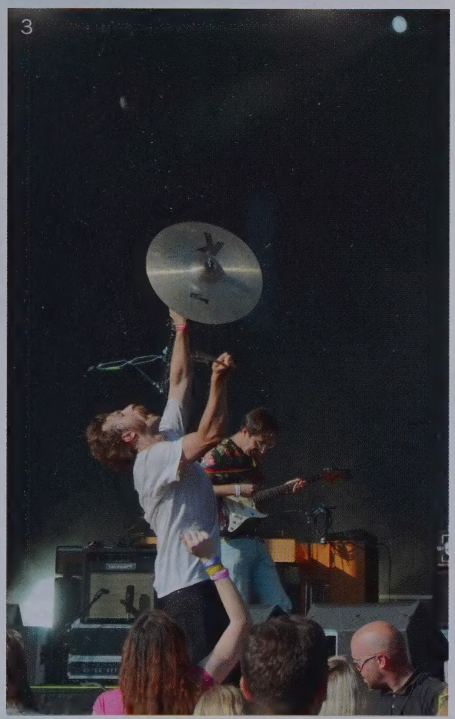
Middle Waves is always a blast; unfortunately, this year the crowds were not as big. The smaller crowds made the festival a little more relaxed, but was not so great for the ticket sales.

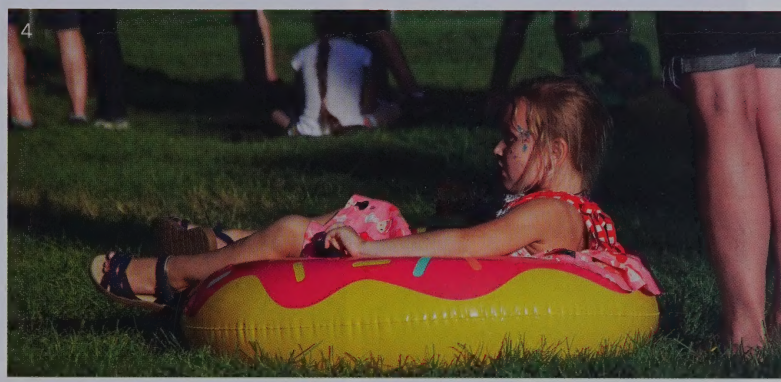
Part of the reason for this decrease has to do with their lineup. In past years, Middle Waves has always had a well known group come to perform and this year's lineup took a hit when GoldLink, one of the bigger bands, had to drop out due to a family emergency.

Middle Waves has made itself a highlight of the Fort Wayne music scene, but after this year, Sweetwater Sound Inc., one of the event's biggest donors, has decided to stop sponsoring the event. If ticket sales stay low, Fort Wayne won't be able to host the festival after 2019.

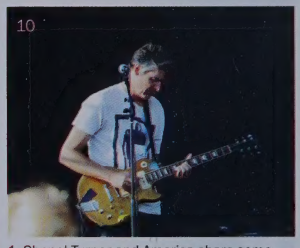
Middle Waves is an experience to remember, whether you are there with family or friends, it promises to be an entertaining and fun filled weekend.

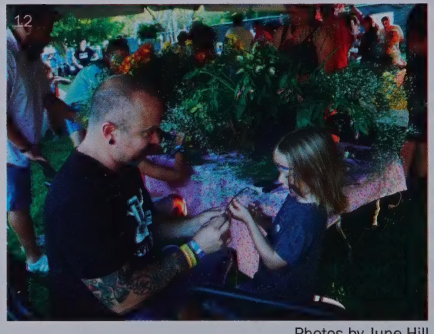
spread design by June Hill





1. A booth outside one of the stage areas where local artists Addeline Griswold and Jared Andrews show off their work.
2. The Glitter Bar.
3. Bandmember from the Idles pumps up the croud.
4. A girl enjoys the music from the comfort of an inflatable donut.
5. A fun sculpture promoting the event.
6. Friends Sophia, Sophie and Luca get a poem made at the mini poem market.

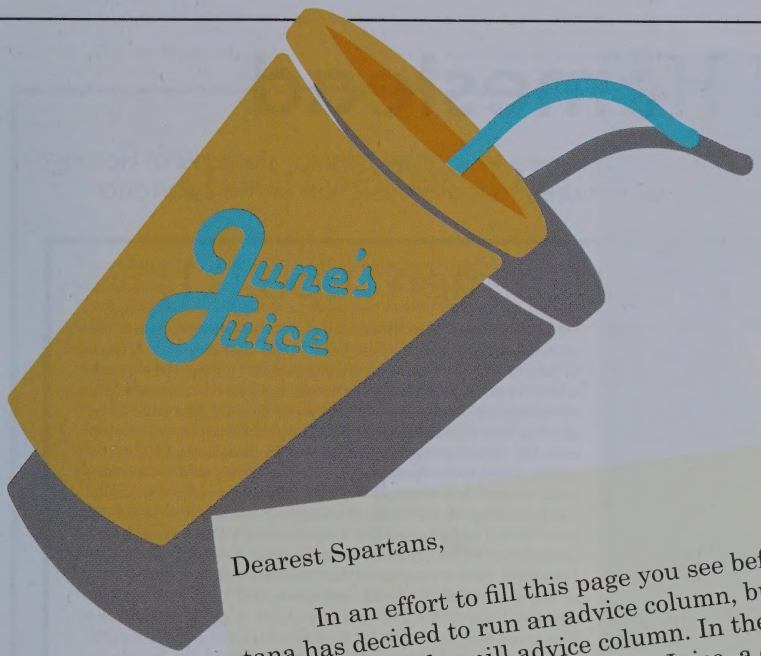




1. Shanel Turner and America share some fries from the Bravas food truck.
2.Elliana and Dellanie flaunt their glitter.
3. The decorations at the enterance to the festival.
4. Dave and Remington, Father and son play frizbee in front of the St. Marys stage.
5. The Ecenearger family at the Idles show, Mr. Ecenearger is Homestead graduate.
6. The Fort Wayne Ballet doing a suprise preformance in the park.
7. Homestead Students Zoe Moore (12), Haiden McLeod who attended Homestead her freshmen year, Natasha Sutter (12), Ivanna Cintron (12), Abigail Boylan (12) at a show.
8. Yarn Bombed trees in the park.
9. Girls enjoying a set.
10. Stephen Malkmus preforming on the St. Marys stage.
11. Homestead students Stella Buchanan (10) and Kaya Tobias (10) get their hair braided at the gliter bar.
12. John and Zacxon, father and son making a flower crown.

Photos by June Hill

spread design by June Hill



Dearest Spartans,

In an effort to fill this page you see before you, the Spartana has decided to run an advice column, but not just any boring, old run of the mill advice column. In the upcoming issues, the Spartana will introduce June's Juice, a column devoted to answering your strange and unusual questions as seriously as possible, among other topics. I will gladly...

Contemplate the wisdom of your deep, confusing, weird and/or brilliant shower thoughts

Give you hopefully helpful advice about your friendships, relationships or the best ways to get along with your relatives during a family get together

Spread probably useless but still intriguing DIY tips

Help solve your problems both insignificant and important

Decipher your dreams

And debate the posible reality of your conspiracy theories.

I will try to answer as many questions as possible. It's your choice to stay anonymous or I can print your name along with your story. So please, send in your questions, concerns and ponderings to june.hill@students.sacs.k12.in.us.
Seriously, ask me anything and I will try my hardest to give you a helpful and vaguely comical answer.

Adios for now Spartans,
- June ;)

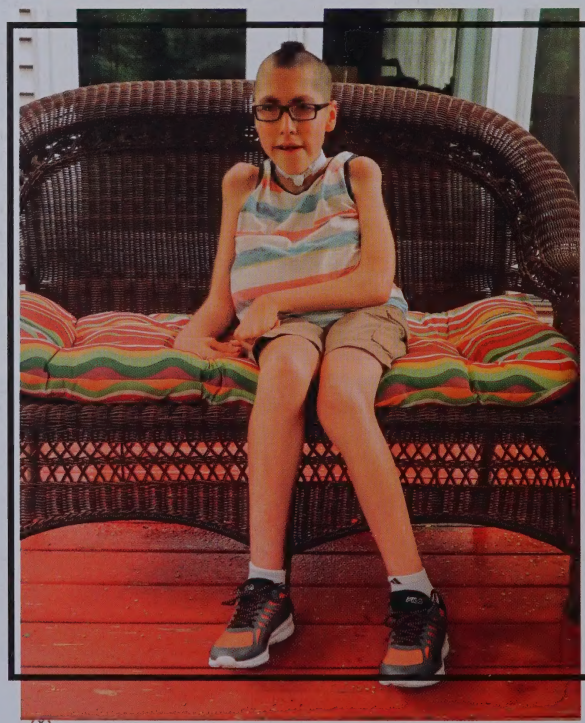
Humans of Homestead

Emily Tyler
Writer

Humans of Homestead is designed to feature regular students of Homestead and involve the community in the production of the Spartana

Carmen Lupu (11)

I wanted to come here because it was the only way to learn and see something in the medical field. I hate chemistry, but I want to be a doctor so I have to pass an exam in chemistry which is very challenging. In Romania, we don't have to opportunity to experience it because we have basic courses like chemistry, physics, math and biology but nothing extracurricular. Here, I have the opportunity to volunteer at the hospital and I'm in a course called biomedical sciences and we do a lot of interesting stuff which I am amazed by. The only issue is, in Romania, you have to pass a chemistry exam and biology. I'm so happy to be here. I am a junior but I am turning 18, so I should be a senior here, but in Romania, I am a junior. Even if I'm a junior, I have the chance to come to the graduation ceremony. So I am so happy. I ordered my cap and gown and I am very curious about it! I am pretty sure your ceremony is different than the Romanian one. In Romania, we started learning English since kindergarten, but more proficient in 2nd grade. You have a lot of words and confusing phrases, but it's fine because we have a lot of similar words. English is like a second language for us. In Romania, we studied British English. I was expecting myself to find it hard understanding you but it is not because you all speak more clearly than the British, which is very good for me. I am so happy to be here!

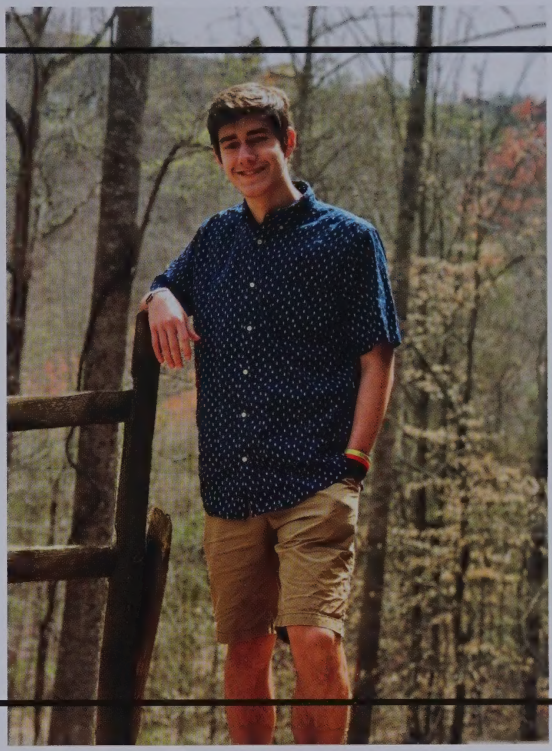


Adrien Cookson (9)

One day, I had this idea for a video game, It was going to be a action game. I started to draw characters, levels, and bosses. After all that planning I wanted to actually make the game. I asked my mom if she could see if someone could help me make the game. She said she knew someone who actually makes games, and he said he would help. So we went to the place where they made the games and started making ideas. Then we started to sketch some characters for the game, and after that, we left. Sadly, after a few weeks, he said he had moved so he couldn't work on the game anymore and he had to quit. I was sad so I just forgot about the game. One day, there was a game design tutorial for a program known as Game Maker so I got the program and started making games. I was terrible at making games and quit until I saw a YouTube channel that used a program known as Unity. I watched tutorials for days and started getting used to it, and now I want to make games. I'm still bad at making games but some day I am hoping to make the game a reality.

spread design by Emily Tyler

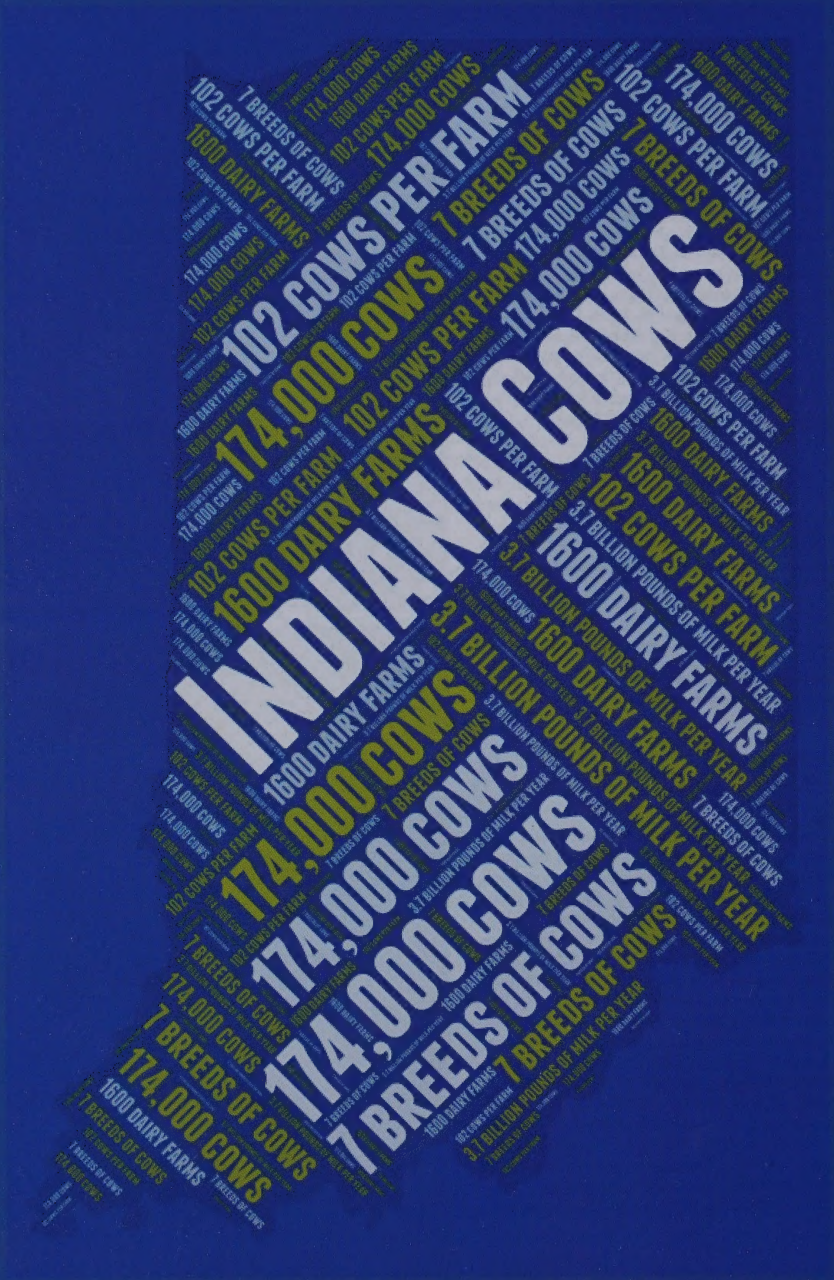
Ethan Seifert (12)



I'm a twin with Liv Seifert and she's older by 58 minutes. I was almost born on the next day. Being a twin is challenging at times. We're only alike because we are twins. She seems more uptight and I am more loose. I don't really care that much and she always tries harder. We aren't really the same at all and we even look different. I am tan with dark hair and dark eyes and she is blonde, pale, and has blue eyes. She works harder than I do and she cares more about stuff. We have the same attitude because we both can get really agitated easily with each other and we fight sometimes. My favorite thing about her is that it's funnier that she thinks she's funny because she's really not. The funniest thing we've done as kids is when I was at our grandpa's house with our cousin. We dug a big hole and it was super muddy. It wasn't her and I together, it was my cousin and myself against her. So we threw her in the hole and she got stuck and it was really funny when we were kids. That's a memory I will have forever because it was so funny.

Morgan Halliwill (12)

I've been playing soccer since I was three. My dad was a professional soccer player and my mom played soccer for the boy's high school team. There was no girls high school team back then, so their soccer kind of wore off on me. I've been playing since I was super young. I used to play for Fever and then that turned into Fort Wayne United. Since freshman year, I've been playing for Indiana Fire Junior, which is a team in Indy. I've been going to Indianapolis 3-4 nights a week for practice. I will leave right after school then get back at around 10. I've been working super hard for my soccer career since I was super young and I want to go into the Olympics, personally. I've been visiting colleges since the summer of 8th grade year and I've probably visited about 50 colleges. I've only visited D1 colleges because I decided, when I was younger, that I was only going to go to a D1 school. Through my searches, I ended up finding University of Alabama at Birmingham and I have a scholarship for athletics and a scholarship for academics. I will be going there in December because I am graduating early because the soccer coach asked me to start playing soccer for them.



spread design by Mikayla Havison

MIKAYLA HAVISON
Copy Editor

INTRODUCTION

Ind. and city of Fort Wayne are known for their agricultural nature; however, the extent to which agriculture and more specifically dairy culture influences student life is not as well-acknowledged.

Cows have not only produce milk for the community, but have also defined a culture and united the community of Fort Wayne. From school milk to farm festivals, dairy has developed the unique culture of Fort Wayne.

FUN AT THE FAMILY FARM

As the temperature makes a steady descent and leaves begin to fall, the spirit of autumn begins to grow within the community. Gathering together and enjoying fall festivities in the spirit of agriculture not only brings people together, but helps develop a true sense of community and family.

The Kuehnert Dairy Farm, located in Allen County strives to do just that. Each fall, the family-run farm brings the community together to enjoy activities, such as a five-acre corn maze, hay rides, delicious dairy treats and a ninja course. The event happens for several weekends each fall.

"They have so many interesting things there, like seeing how the cows are milked, a tour of the farm on a hayride and the haystack that's really fun to climb on," Emma Hallman (10), a student said. "My favorite part has always been the corn maze since it's different each year. They also have great food!"

Although the farm has been apart of the community for six generations, the fall festival is relatively new and began in 2013.

"When we wanted to start the festival we went out to many other farms that were doing agro-tourism and we did lots of research to see what kind of activities that we wanted to do," Sarah Kuehnert, co-owner of the farm said.

The farm's primary desire is to bring the community together; however, they also strive to teach visitors about the dairy industry.

"I think what brings us together is the relationship that we are trying to build with our community," Kuehnert said. "As a family...building that relationship and educating people on what we do and why we do it, and the importance of dairy is what benefits the community."

Additionally, the farm is striving to bring the community of Fort Wayne back to its agricultural roots and provide information on modern-day farming techniques.

"Things have become more convenient to generationst than they have ever been before and I think that sometimes we lose sight of those roots," Kuehnert said.

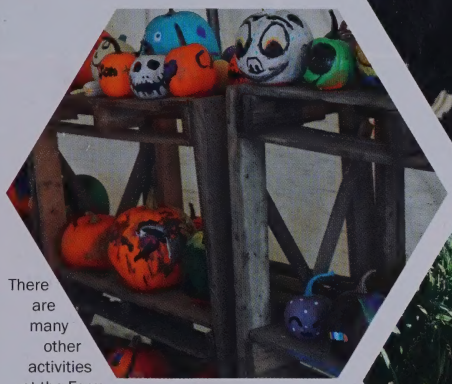
After using machinery to milk their cows, the Kuehnert family then sends their milk to the Prairie Farms manufacturing facility in Anderson, where it is combined with milk from 80 other dairy farms in the region.

After being turned into a sellable product by Prairie Farms, the milk is then distributed to any school or business that has a contract with the brand. One such school that has a contract with the company is Homestead.

"I think that it's good that the school is supporting local farms through a mainstream cooperation," Brooke Clements (10), a student who frequenlty enjoys the milk said.

The Kuehnert Dairy Farm has been apart of their family for 6 generations and currently 4 of those generations work at the farm.

The Kuehnert Dairy Farm has 360 Holstein cows that are milked by 4 auotomatic milliking machines.



There are many other activities at the Farm Festival including pumpkin painting..

The Kuehnert Dairy Farm has a 5-acre corn maze.

The Farm Festival is also home to the famous "Mousetrap," which was voted the best grilled cheese in the state 2016.

You can get a free bottle of milk if you complete the scavenger hunt in the corn maze.

See more about the fall festival on pages 26-27

PHOTOS BY: MIKAYLA HAVISON

INDIANA COWS cont.

SIR LOIN: COW SHOWS

At five in the morning, the alarm clock begins to shriek loudly. Groggily rolling out of bed, you realize that it's one of the most important parts of the day: it's time to take care of your cows.

This is the life of several students at Homestead who participate in agricultural events, such as the Allen County 4-H Fair, where people across the community gather to participate in livestock shows.

One of the most demanding events at the fair is the cow show, where contestants across the county bring their cows to compete in various levels of competition.

"We buy (our cows) when they are a couple weeks old and then we raise them until they are four to six months old," Cali Christman (10), a student who participates in the fair, said. "Then you go into fair and weight in your cow."

When being weighed into the fair, cows have to be under a set weight in order to qualify for the show. After being weighed in, the cow has to be raised for a few more months.

Once that period passes, the cows are then brought back to the fair where they are put into classes by weight.

"At fair, you set up your cow (in a barn) and then that whole week you take care of it," Christman said.

At the competition, there are two categories contestants are judged on.

"There's showmanship, which is where the judge judges you on how you present the cow and how well you know your animal," Christman said. "Then there's your class, which is based on weight and that's where they judge the cow and its structure."

After intense judging, a winners are decided upon in each class.

"If you win showmanship, then you move on to senior showmanship and whoever wins that can go to a round robin where every large livestock animal showman competes," Christman said. "If you win (your class) then you go against all the other class winners and together (the judges) will find an overall winner."

A lot of work is put in by every participant who strives to win the competition.

"It teaches you a lot about hard work because you have to go out there everyday, twice a day," Christman said. "(You have to go out) at five in the morning to feed and water your cows. It teaches your to care for something else."

Although the competition can be serious times, the competitors enjoy having fun when coming up with cow names.

"Right now I don't have any cows, but I had two," Christman said. "One's name was Wrigley and the other one's name was Sir Loin."

Christman is not the only student who raises cows for the fair.

"My best friend, Jaylin Gallmeyer (11) shows beef cows, which is a different breed than I show," Christman said.

The 4-H fair is important to many students at the school and contributes to their daily lives.

"A lot of people at Homestead are in 4-H and many people wouldn't think that," Christman said.

WALMART MILKING IN THE PROFITS

As of June 13, Walmart opened its first milk manufacturer in the city of Fort Wayne. Walmart's creation of their own milk brand was seen as a surprise by many; however, the company sees Fort Wayne as a great place for the start of their milk brand.

"This new plant is a perfect example of the kinds of efficiencies Walmart seeks in our supply chain to benefit our customers," Walmart said. "Farmers and associates in Ind. have been so important in getting us to this point."

Although many in the state are fearful, that Walmart will put some local dairy farms out of business, the brand is hoping to become an active provider for the dairy community.

"Milk will be sourced from nearly 30 dairy farms in both Ind. and Michigan with these farms being an average of 140 miles from the plant," Walmart said.

By sourcing locally, Walmart will be able to help the Ind. economy, which is something that Gov. Eric Holcomb is enthusiastic about.

"This new facility is a vote of confidence in our state, in the northeast Ind. region and the Fort Wayne community," Holcomb said at the opening of the manufacturing plant. " Even more, it's a vote of confidence in our people."

On top of providing 300 more jobs for the people of Fort Wayne, Walmart has made an effort to further incorporate itself into the community. In total, Walmart has donated approximately $10,000 to important parts of the community, such as local schools and the 4-H Allen County Fair.

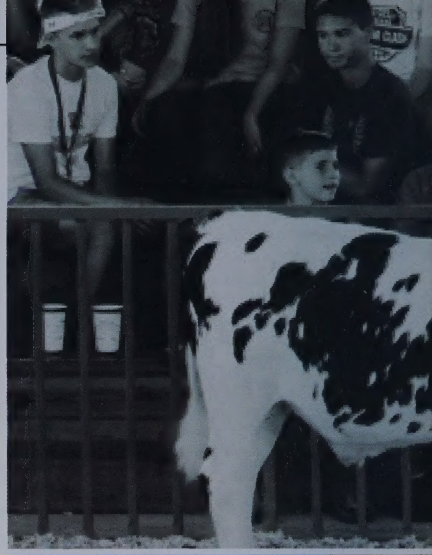
"We're honored to be part of the community here and Fort Wayne, and hope these donations are a symbol of that," Walmart said.

As far as aiding the culture of the dairy industry, Walmart is hoping to be a leader in the expansion of Ind.'s dairy production.

"We're working hard to ensure that milk coming in to our facility is coming from cows and farms nearby like Next Generations Dairy in Berne, Ind., who are here with us today," Walmart said.

In total, Walmart's first milk manufacturing location will impact the dairy industry in Ind. Although Walmart has hit some bumps in the road creating their own milk brand, the company has hope for what Fort Wayne can do for their company.

"As we begin to bottle milk for our customers in the area, (local farmers) will continue to be the biggest factor in our success," Walmart said.



Top Left: Cali Christman (9) shows one of her two cows at the Allen County 4-H Fair. She participates in judging for both showmanship and cow structure.

Middle Left: A Prarie Farms milk truck awaits milk from the Kuehnert Dairy Farm. The milk is then brought to the Prarie Farms, where it was combined with milk from 80 other local dairy farms. The milk is then shipped to the school for students to enjoy.

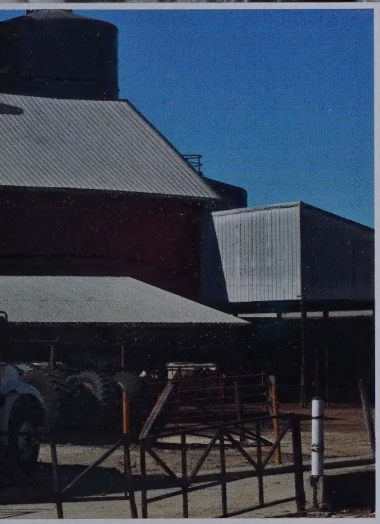
Middle Right: A calf takes a nap at the Fall Festival in a pin where people can spend time with it. Allowing guests to play with baby cows is one way the festival gets the community interested in agriculture.

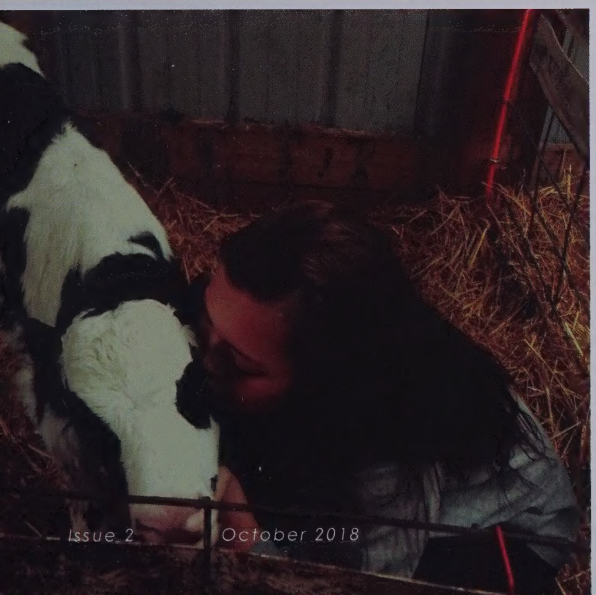
Bottom Left: Christman shows one of her cows affection while getting him ready for the fair. Participants in the fair purchase their cows when they are 4-6 weeks old, so they have ample time to raise them.

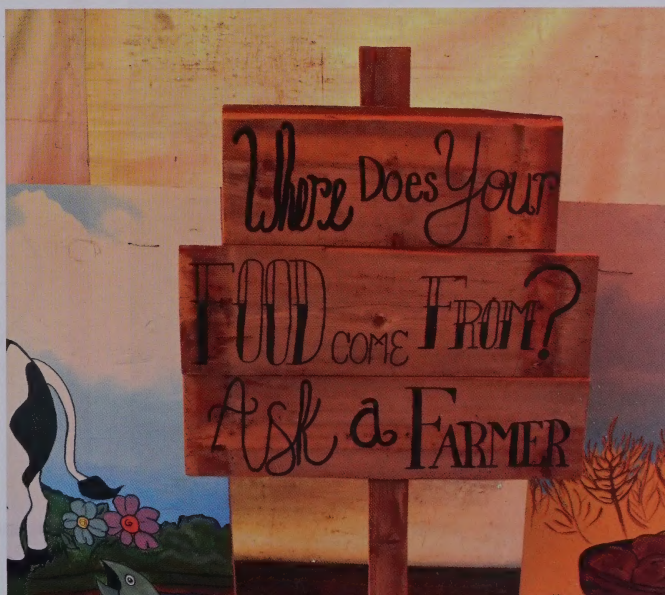
Bottom Right: The primary objective of the fall festival is to educate people about agriculture, while bringing the community together. The festival teaches people about where their dairy comes from, as well as how the family takes care of their cows.

spread design by Mikayla Havison

"We're honored to be part of the community here and Fort Wayne."
-Walmart







DEATH TO PUMPKIN SPICE

A Critique in Essay Form

NATHAN PHUONG
WRITER

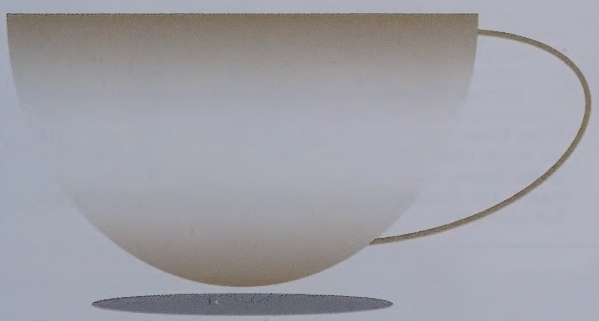
spread design by Nathan Phuong

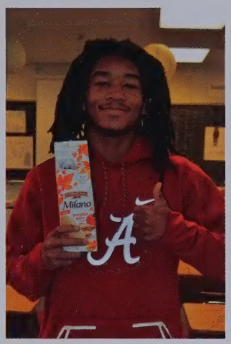
For the denizens of Indiana, autumn approaches, and with it the reek of that dreaded musk, pumpkin spice. Yes, that caffeinated boon to Starbucks stock valuations, that sweet insult to New World harvests and Indian Silk Road travelers from epochs long past, that pernicious standard-bearer of winter's hoary onslaught falls like plague or Prague on Fort Wayne streets. Let the credit cards swipe their quick magnetic stripes away, and Macbook Airs yawn open on faux-wood tables. The $6 pastries are to the bottom right of the cash register. So let us one and all storm the fetid underworld of Snapchat to marvel at the millennials sipping flavored coffee there, or allow that we push stories of societal breakdown at home and abroad to the bottoms of our Instagram feeds, so long as we can smirk one last smile at the lady in green with arms upraised, the deceit of pumpkin still on our tongues as tall paper cups drum against the bottoms of trash cans like so many bombshells.

From pumpkin spice Febreeze (the scented screams of pumpkin youths spritzed directly into the confines of your home) and hand soap (lather your palms in the innards of a class of brutally oppressed jack-o-lanterns) to pumpkin spice dish soap (scrubs oil from your dirty plates as fast as neurons from your brain matter) and bar soap ("get spicy in the shower!"), the flavor is as overdressed as a Thanksgiving turkey. Pumpkin spice hummus shakes or Greek yogurt – to name a few – round out the collection.

Consumption of the drink itself falls somewhere between the cinnamon challenge and cheap essential oils, but significantly more harmful to one's health with an average of 50 grams of sugar per cup-serving. Moreover, pumpkin spice foods generally contain little to no actual pumpkin matter; the natural produce is too pulpy and variable in terms of taste to efficiently incorporate into mass-produced snack lines. Instead, according to the Chemical and Engineering News website, cinnamic aldehyde, eugenol, terpene, sabinene, and zingiberene compounds 'code for' cinnamon, clove, nutmeg, and ginger notes, respectively. But these latent chemical ingredients only make themselves known with thorough heating, which adds that characteristic 'caramelized' taste and makes pumpkin spice the best-marketed carcinogen in American history.

In large quantities, the beverage may even be hazardous to pets, with the web-based 'Pet Poison Hotline' suggesting a call there "if you suspect your pet has been exposed to the potential toxin." ■



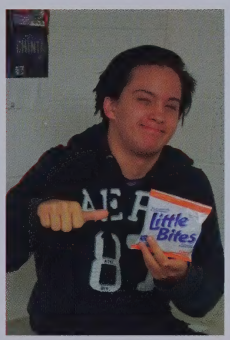


Tahj Wilson (12)

"[Pumpkin spice 'milano cookies'] are different. You don't usually taste something like this. It's a great pairing of chocolate and pumpkin."

Emmy Castle (11)

"[Pumpkin spice 'milano cookies'] are really good. It has a little spice to it. Pumpkin spice gets me in the fall mood. It's good all by itsez lf."



Sailor Williams (11)

"These [pumpkin spice Little Debbies] taste like Christmas Tree Rolls. There is soft fluff... .I don't taste anything pumpkin about this."

Zoe Moore (12)

"These [pumpkin spice Cheerios] are better than the normal flavor. They remind me of pumpkin pie and I haven't had that in a long time. I really don't taste pumpkin, just the spices."

College of Untruths

NATHAN PHUONG
Writer

With a new round of local elections looming, and 1382 classmen (more than half of Homestead's current student body) who will be of voting age by the November 2020 presidential election, the nationally-implemented Electoral College takes on an immediately relevant scope.

In the context of today's American society, the United States electoral college has proven to lack the morality and applicability necessary in order to both advance democratic ideals and select the most suitable of available presidential candidate. Fortunately, a straightforward popular vote poses a quick remedy, succeeding where the Electoral College has underperformed.

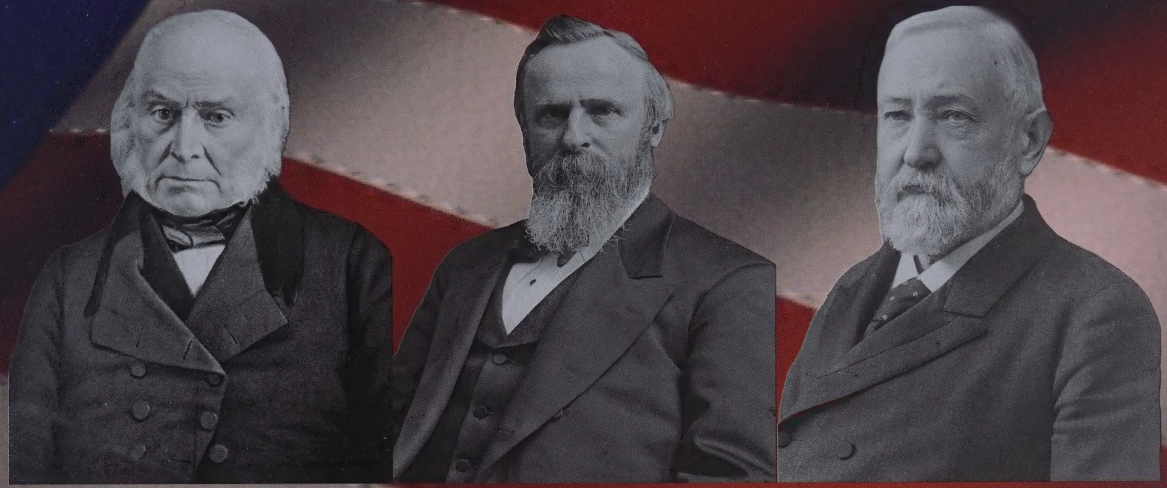
In his 'Federalist Paper 68' of the provided article on the Electoral College, Alexander Hamilton writes that "the immediate election should be made by men most capable of analyzing the qualities adapted to the station." Yet Hamilton's 'most capable men' could easily have been dubbed a more revealing title: the upper class. Lecturing himself from a position within the higher realms of the American economy, Hamilton only acted as expected, championing an electoral system that ultimately kept government within the hands of the wealthy elite. Nevertheless, his writings bore weight: American society is today still entrapped in the Electoral College system of electing a president. When Hamilton promoted the College, his concept of the alternative 'mob rule' – the impoverished, uninformed masses of the United States inevitably selecting the 'wrong' leader – found fear in the hearts of the rich and powerful within the government. Such 'peasant uprising' events as Bacon's Rebellion had ravaged the aristocrat Founding Fathers' lands at the time of the Constitutional Convention. The same Patriot farmhands who had fended off British invasion during the American Revolution had realized that their new governmental framework was hardly serving them better than the old, 'oppressive' British rule: the settlers were more destitute and less represented than ever. In these conditions – the same in which the Revolution had begun – working-class Americans once again prepared to destroy their leadership. And so it was that, suddenly, the Fathers were much less eager to bestow democracy upon the common people. The Constitutional Convention-goers decided on the Electoral College as a bureaucratic buffer, a last attempt to ensure that the United States would never become too democratic. Then, how can Hamilton's faith in the educated upper class be trusted when one of the very cornerstones of the Electoral College was to dilute the all-important 'power of the people?' In this era of denial of the right for the 'top one percent' to hold political dominance, how can we preserve a policy supporting just that?

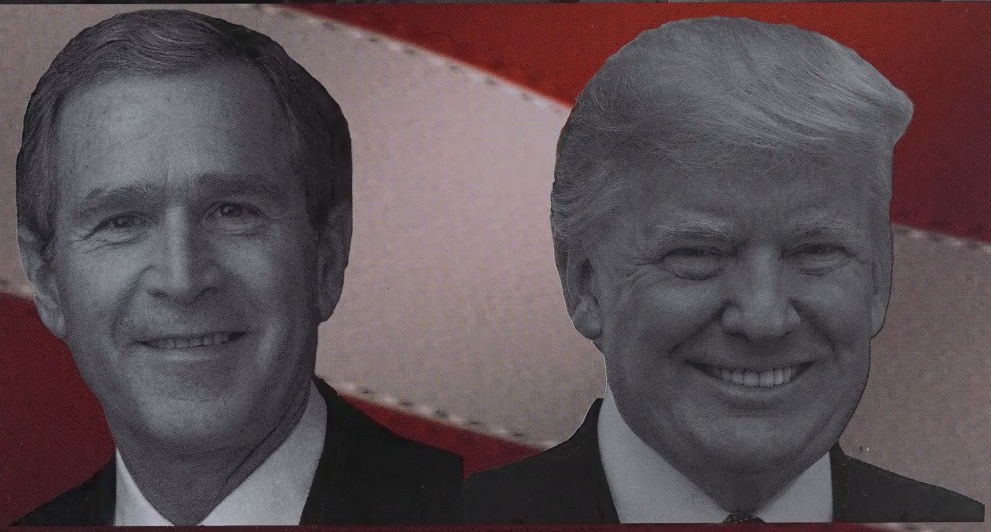
The provided article further alleges that "the Electoral College was implemented in order to ensure that the more populous cities and states did not exact tyranny over the less populous regions," especially with the sparsely populated Southern states that needed slave 'representation' in order to compare with the densely populated Northern states. Yet this theory is implicitly self-contradictory: in a simple popular vote, each citizen's ballot holds the same weight, with one vote toward a certain presidential candidate contributing directly to that candidate's 'pool' of support. The popular vote is singularly emblematic of democracy, with each voter's choice accounted for. In contrast, a tyranny has a lone absolute ruler governing as he sees fit, and generally to his sole advantage. Therefore, a popular vote should not be seen as popular "tyranny over the less populous regions," and instead the great forces of democracy at work.

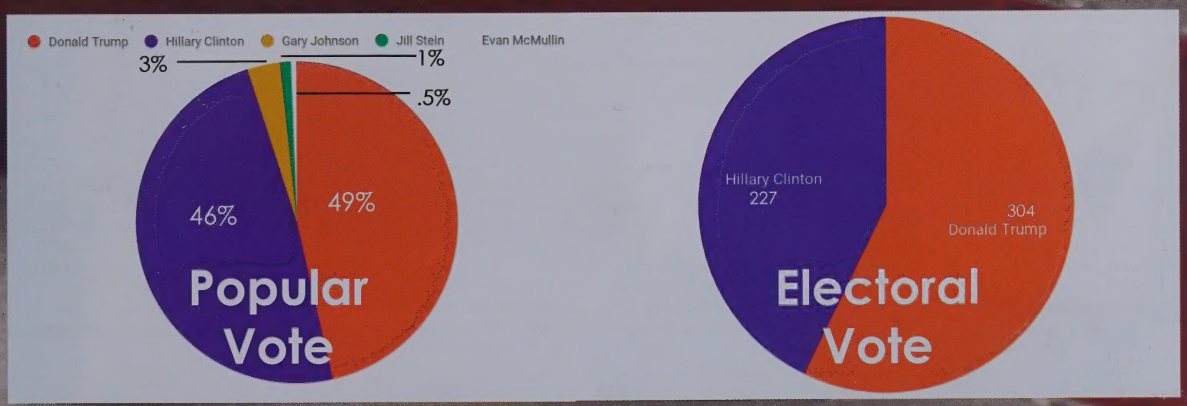
Guelzo and Hulme's essay "In Defense of the Electoral College" reports on their attachment to the College through a historical lens. They cite a vague, inherent value afforded to the voting framework by the meticulous detail with which the Founding Fathers designed it: "The portion of Article 2, Section 1, describing the electoral college is longer and descends to more detail than any other single issue the Constitution addresses." Similarly, they refer to the unifying effect that compromise over the Electoral College had on the "[post-Revolution] separate and quarrelsome states." But for all the merit that the respected legislation deserves, sentimentalist mentalities must not cloud reason. Governmental practices of the late 1700s do not fit well with today's ever more democratically populated America. It is still harder to identify with pro-Electoral College exponents after one perceives the inconsistencies within their content. "In Defense of the Electoral College" praises the display of states' rights in their creation of the Electoral College – "[the College] made a place for the states as well as the people in electing the president" – without considering that 'state governments' are not distinct entities, but rather 'placeholders' for the American people. Guelzo and Holme note that the popular vote risks "election of regional candidates who do not have broad appeal," glossing over the fact that there have been several presidential elections, now, in which the elected has won through the Electoral College while losing the popular vote (i.e. the elections of George W. Bush and the recent Donald Trump). In these cases, the Electoral College has overturned the will of the popular vote as the most accurate indicator of 'broad appeal' available.

A minority of the Founding Fathers may have intended for American society to reach its present state: ostensibly democratic, yet with four past presidents who have secured their office through the complexities of the Electoral College and a fifth commanding the White House today. But the majority more likely would have seen our nation fulfill its promised goal, becoming a hub of democratic ideals, debate, and advancement. American liberty has been challenged. The Electoral College must be destroyed with all fire and fury appropriate.

spread design by Emmalyn Meyer







United States presidents John Quincy Adams (1824), Rutherford B. Hayes (1876), Benjamin Harrison (1888), George W. Bush (2000) and Donald Trump (2016) were all elected to the presidency via the electoral college after losing the popular vote.

DESIGN BY MIKAYLA HAVISON

spartana

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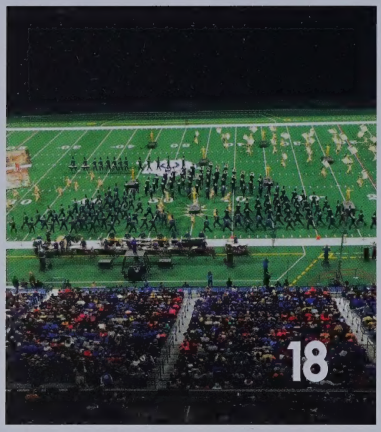

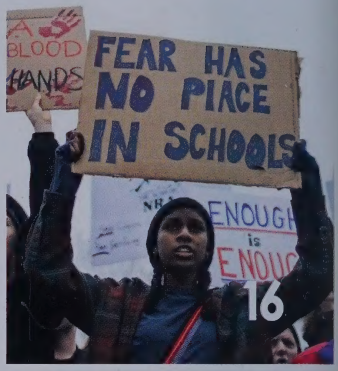

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spread design by Julia Epling

Letters from the Editors

Hey Homestead! As the holiday season is in full swing, we hope that you are enjoying the festivities that this time of the year brings. Whether it be spending time with family, shopping, eating, or simply embracing the spirit, we hope you end the year in a positive atmosphere.

Since the publication of our last issue, the nation has experienced a mid-term election in which some of the highest voter turnout rates were seen. During this crucial time in which politics are more partisan than in past years, we applaud the initiative of students and citizens to have their voices heard. As a part of our mission to inform the Homestead community, we were eager to attend President Trump's historic visit to Fort Wayne and offer our perspectives on his rally. In this issue, we feature viewpoints from students who attended the rally and our viewpoint as journalists in the media box. We encourage every person to remain well informed on national and local events.

On a more lighthearted note, this issue also features the state runner-up girls' soccer team and the highly ranked girls' basketball team. The accomplishments of these teams only speaks to the dedication of Homestead students to succeed in whatever they pursue. Furthermore, in this issue, we feature a story about semi, a different perspective on band, holiday-themed articles, and an article about a non-traditional graduation plan.

After the addition of June's Juice, our writer June Hill received many unique questions to crucial teenage issues. We certainly enjoyed getting to the bottom of these questions and hope you all keep sending in more questions.

Perhaps the page we are most excited about is the one on the coveted cafeteria lunch cookies. Want to make your favorite chocolate chip cookies at home? We have the recipe for you! We thank the cafeteria workers for providing us with all the recipes; the staff certainly enjoyed testing them out and then eating the cookies. We encourage students to send us pictures if the recipes are successful.

For seniors like us, the end of first semester indicates the nearing of the end of our time in high school. While we look forward to the future, we certainly feel that these few months have flown by. Although cliche, if we could offer any advice to the underclassmen, it would be to get involved with all that Homestead has to offer and to cherish your time here. We couldn't imagine high school without our involvement in the Spartana and we hope others become a part of a community like our's. Be sure to keep the Spartana class in mind when filling out your schedules for the next school year!

As second semester approaches, we hope to continually improve our publications. For this issue, we have switched to the same title font for each page. We hope this creates a more uniform image throughout our issue that readers will become accustomed to.

Before the end of the semester, make sure to pass your finals so you can enjoy your two weeks off! Have a good vacation, Spartans and enjoy our December issue.

Sincerely,

Spartana Editors-In Chief

Lisa Chen, Lauren Berta

Spartana Staff

Editors-In-Chief
Lauren Berta
Lisa Chen

Online Editor
Jonathan Dauterman

Copy Editor
Mikayla Havison

Design Editor
Emmalyn Meyer

Writers
June Hill
Emily Tyler
Julia Epling
Natan Phuong
Matthew Quintos

Advisor
Terri Nowak

Contact Us

Wesbite
hhsspartana.com

Email
thespartana@gmail.com

Twitter
@TheSpartana

Instagram
hhs_spartana

Twitter
thespartana

Taking the

31 seniors graduate

JONATHAN DAUTERMAN
Online Editor

Through advanced classes and earning credits ahead of time, many students have the opportunity to graduate from high school early, either by a single semester or by an entire school year.

Graduating early can be a chance for students to explore and fulfill new opportunities in their fields of interest.

For example, McKaelon Hughes (12) is graduating at the end of this semester in order to "jump start [her] career and get [her] doctorate degree."

"I'm going to graduate at the end of the semester, so whenever you guys go on Christmas Break, I'm going to be done," Hughes said.

Hughes is one of many students graduating this December. December is a common time for students to graduate early if they have completed most of their credits but do not have enough credits to skip their senior year entirely.

Some students choose to wait until December for other reasons. They want to continue attending extracurricular activities, spend more times with friends and teachers they enjoy, or take some of the Dual Credit courses that Homestead has to offer.

In general, some students graduate early to free up time that they need or want in order to work for more hours than they would normally be capable of as full-time high school students.

"I just thought it would be a good idea to go ahead and work second semester," Jordyn Wilson (12) said on the topic.

Wilson said that the semester off gives students more times to focus on college applications and pursuing fields of interest, "without being bogged down by school and homework and tests," noting that "it really depends on how you use [the extra semester]."

For many high school students, graduating one or more semesters early is a deliberate, prepared and planned event that they have been building towards for quite some time, such as by taking specific courses and working ahead in middle school. For others, the opportunity to graduate early is simply a result of circumstances, a much more spur-of-the-moment, spontaneous event that emerged from the amount of classes they've already taken and the credits they have earned.

"I decided to graduate early because I have [the] credits that I need," Wilson said. "[Graduating early] was more spur-of-the-moment because I never really knew it was an option until I talked to my counselor. He really encouraged me to do it if it was something I wanted...and if I had a solid plan."

Wilson is not alone in this viewpoint.

"I'm going to graduate early just because I already completed all the credits I need to graduate and I'm going to move on to college to become a DVM," Hughes said.

While many students who graduate early will do so for similar reasons and enroll in college early, students who do not share these plans should not be discouraged. It is perfectly normal, and oftentimes encouraged, for students to take some time before they go to college, even if they graduate early.

Hughes, for example, will not immediately attend any particular university after her last semester.

"I am personally not starting college as soon as I graduate so [I] have that free time to take a breath without skipping a year of college," Hughes said. "They say it's not good to skip college for a year and go back to it."

Wilson views the opportunity to graduate as an excellent way to take a mental break from high school and unwind before she begins college, all without halting her education or work. Similar to Hughes, Wilson noted that having a semester off prior to attending a university will be more productive and less risky than having a semester off after already starting college.

"It's a good alternative to a gap year," Wilson said.

Wilson noted that an early high school graduation benefits students by leaving a strong impression on potential colleges, impressing them and giving early graduates an edge over other candidates when applying for colleges.

"I can't really say [graduating early] hasn't benefited me," Wilson said. "I applied to Ballstate and got into their Honors College, so...it hasn't hurt me so far."

Part of what factors into the decision to not attend college after graduation is the different starting times between high schools and colleges. Many colleges start earlier than high schools, even within the same state, so the summer vacation of students who chose not to graduate early feels short compared to a high school summer break.

This might interfere with plans that seniors have for working because they might not be able to earn the right amount of money before the first semester starts.

Graduating early helps to add some breathing room to this otherwise cramped, compressed schedule, allowing seniors to better collect themselves should they choose to attend college in the fall.

"An eight-month gap would be really nice," Wilson said on the subject of the shortened summer break for seniors.

In addition to working and mentally collecting themselves for college, the extra semester that an early graduation entails also provides students opportunities to travel.

"After I graduate, I'm probably going to work...and visit some family in North Carolina," Hughes said.

Internships are also an increasingly popular option for early high school graduates, not only due to the extended free time, but because an early graduation impresses employers in much the same way it impresses colleges.

"For right now, I have a job, but I'm going to try to look into doing an internship," Wilson said. "I'd be interested in trying it out."

Many students may be wary of graduating early due to the perceived inability to participate in Homestead activities and the suffering of an incomplete "High school experience". However, Hughes assured that an early graduation does not and should not restrict students from high school activities.

"I don't think I'm really going to miss out on the "High school experience" just we're still allowed participate in the senior activities." Hughes said. "We can still do prom and we can still do any activity the seniors can do."

Hughes noted that, depending on the person, an early graduation may be more difficult for some than others, but she nonetheless emphasized that the benefits of an early graduation outweigh these difficulties.

"I think there will be some bittersweet moments," Hughes said, "but for the most part, it's going to be a really good experience."

Finally, Wilson and Hughes both had advice to share for any students who are graduating early, with Hughes advising students to find a healthy balance in schoolwork after their graduation.

"Just to make sure you don't overload yourself, [but don't] stop trying in school," Hughes said.

Wilson advised students to prepare for graduating, both by meeting the academic requirements necessary and planning what to do with their extra semester.

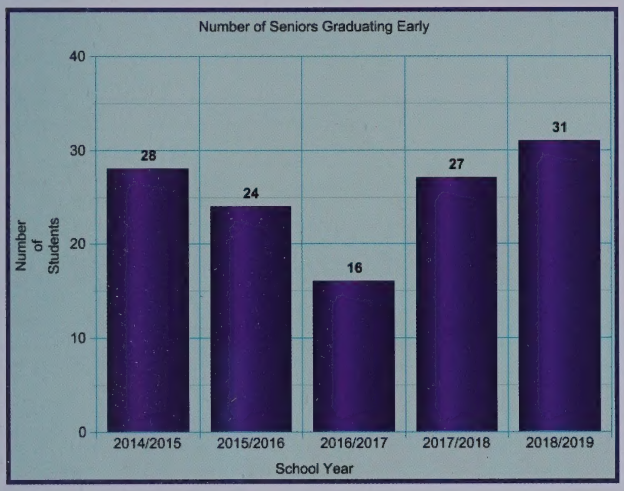
"Make sure, if you have a plan, to stick to it, and if that plan falls through, make a new one," Wilson said. "Fill your time with something useful."

Overall, graduating early is beneficial for many seniors, up to and including those attending Homestead.

spread design by Lisa Chen

Fast Track

after first semester



40 Credits Needed

"I just feel like (graduating early) gives me a real set-up for what real life is like, not just high school."

Jordyn Wilson

"Every person I've talked to during a college visit or college application has seemed impressed by my graduating early."

McKaelon Hughes

"(By graduating early, I can) do a full time internship as well as work and earn some money to save for college."

Lizzie Miller

Sugary Secrets

Spreading the most delicous rumors from the HHS cafeteria.

JUNE HILL
Writer

Just in time for the holiday season, the Spartana has gotten ahold of some well-loved recipes.

"I've had the chocolate chip cookies, the sugar cookies, and the snickerdoodles," Imani Miller (10) said. "They're all really good and they're definitely worth buying."

Based on her positive experiences with them, Miller stated that there is a fair chance she would bake these cookies on her own if the newspaper published the recipes.

The lunch ladies were kind enough to share these recipes with writer Matthew Quintos (10), and now we have the chance to share them with our readers.

The lunch ladies bake these cookies in batches of hundreds, so we had to scale the recipes down to more manageable batches of two dozen.

For experimental purposes, the Spartana staff got together to bake all of the recipes. Just to make sure they would still be delicious in these smaller batches. We made a mess of Mrs. Nowak's kitchen and Dottie (her sweet golden retriever) probably licked too much butter off the wrappers in the trash, but in spite of the confusion in the kitchen, the cookies were delicious.

They ended up being slightly different from those sold in the cafeteria, but they are very good in spite of these slight differences.

Baking these together was a lot of fun for everyone on the staff. Spending time in the kitchen with family and friends can be a great way to slow down and relax during the hustle and bustle of the holiday season.

We hope you enjoy these recipes and have a wonderful winter break, enjoy!

P.S. Although we did not have time to test the recipie, we got the cinnamon rolls too!

spread design by June Hill

Banana Cookies

"I love the banana cookies from the cafeteria and have at least one each week."
-Justin Peeper

3 cups of all purpose flour
1 ½ tsp baking soda
½ tsp salt
¼ tsp baking powder
1 ⅛ cup white sugar
¾ cup butter
2 eggs
1 tsp vanilla
2 bananas
2 cups of chocolate chips

1. Set the oven temperature to 350°.
2. Combine flour, baking soda, salt and baking powder in a bowl and give it a stir.
3. In a separate bowl mix together the sugar, softened butter and eggs.
4. Peel the bananas and use a fork to mash them then add them to the wet mixture.
5. Combine the wet and dry ingredients and add the chocolate chips.
6. Scoop out cookies onto a baking tray.
7. Bake for 8 minutes for classic cafeteria doughy style, otherwise 12-15 minutes.

Chocolate Chip Cookies

"I like the chocolate chip ones because they are warm and beautiful."
-Devin Campos (9)

1 ⅝ cups Flour
¾ cups White Sugar
¼ cups Brown Sugar
½ Teaspoons Baking Soda
¼ Teaspoons Baking Powder
½ Teaspoons Salt
½ cup Butter
2 eggs
¼ tsp Vanilla
1 Cup Chocolate Chips
2 Tablespoons, 1 Teaspoons Water

1. Set oven to 350°
2. Combine the flour, baking soda, baking powder, and salt.
3. Mix together the white and brown sugar, butter, eggs, vanilla, and water.
4. Combine the wet and dry ingredients then add the chocolate chips.
5. Scoop onto baking tray.
6. For the doughy cafeteria style, bake for 8 minutes; otherwise, 12-15 minutes.

Chocolate Cookies

"The dark chocolate chip cookies are the best because they taste like brownies."
-Madison Morris (9)

1 cup Sugar
2 Eggs
½ Teaspoons Baking powder
⅛ tsp Baking soda
½ Teaspoons Salt
¼ cup, 1 ½ tablespoons Cocoa
1 ⅛ Cups Flour
2 Tablespoons, 1 Teaspoons Water
1 ¼ Teaspoons Vanilla
1 cup chocolate chips

1. Set the oven to 350°.
2. Combine the baking soda, baking powder, salt, cocoa, flour.
3. Mix together the sugar, eggs, water and vanilla.
4. Combine the wet and the dry ingredients.
5. Add in the chocolate chips.
6. Scoop onto tray and maybe sprinkle some extra chips on top for maximum chocolate overload.
7. Bake for 12-15 minutes.

Sugar Cookies

"I am a cookie connoisseur: The sugar cookies are the best."
-Jacob Houser (9)

2 ⅛ cups Flour
1 ⅛ Cups Sugar
1 ½ Teaspoons Cream of Tartar
¾ Teaspoons Baking Soda
½ Teaspoons Salt
2 Eggs
¾ cups butter
2 Tablespoons, 1 Teaspoons Water
1 ¼ Teaspoons Vanilla

1. Set oven temperature to 350°.
2. Combine flour, cream of tartar, baking soda and salt.
3. Mix together the softened butter, sugar, water and eggs.
4. Combine the wet and dry ingredients.
5. Add in sprinkles if desired.
6. Scoop onto a baking tray.
7. For the doughy cafeteria style, bake for 8 minutes; otherwise, 12-15 minutes.

Snickerdoodle

"They're so soft and they taste really really good!"
-Bridget Quehl (10)

2 ⅛ cups Flour
1 ⅛ Cups Sugar
1 ½ Teaspoons Cream of Tartar
¾ Teaspoons Baking Soda
½ Teaspoons Salt
2 Eggs
¾ cups Butter
2 Tablespoons, 1 Teaspoons Water
1 ¼ Teaspoons Vanilla
⅛ cup Cinnamon plus ½ cup Sugar for topping

1. Set oven temperature to 350°.
2. Combine flour, cream of tartar, baking soda and salt.
3. Mix together the softened butter, sugar, water and eggs.
4. Combine the wet and dry ingredients.
5. Mix together the sugar and cinnamon on a plate and roll balls of dough in the sugar.
6. Scoop onto a baking tray.
7. For the doughy cafeteria style, bake for 8 minutes; otherwise, 12-15 minutes.

Peanut Butter Cookie

"The peanut butter ones taste like butterscotch and they are not too doughy."
-Merrah Salyer (9)

¾ cup Sugar
½ cup Brown Sugar
½ cup Butter
⅝ cups of peanut butter
½ Teaspoons Baking Soda
Pinch of Salt
1 ¼ Cups Teaspoons Flour
2 Tablespoons, 1 Teaspoons Water
½ Teaspoons Vanilla
1 cups peanut butter, butterscotch or chocolate chips
2 eggs

1. Set oven temperature to 350°.
2. Combine flour, salt, and baking soda.
3. In a separate bowl whisk together the eggs, sugar, brown sugar, softened butter and vanilla.
4. Combine the wet and dry ingredients, then add in the peanut butter and water. Mix in the chips.
5. Scoop the cookies onto baking tray.
6. For the doughy cafeteria style, bake for 8 minutes; otherwise, 12-15 minutes.

No-Bake Cookie

"They taste like home."
-Rowan Farabaugh (10)

1/3 cup Cocoa
¼ cup and 1 Tablespoons Milk
¼ cup of Butter
1 ¾ cups Rolled Oats
1/3 cup Peanut Butter
1 ½ cups White Sugar

1. Combine cocoa, milk, sugar and butter together in a saucepan and boil for one minute.
2. Remove from heat and add peanut butter and oats. Stir until well blended.
3. Form the mixture into your size preference cookies and place on a well-greased baking pan.
4. Refrigerate at least 15 minutes before serving.

spread design by June Hill

Hot Rolls

"I live for Thursdays."
-Emmalyn Meyer (10)

¾ cup Sugar
¼ cup Milk
1 Eggs
1.5 Teaspoons Salt
3 ½ cups Flour
⅜ cups Butter
3 Teaspoons Yeast
1 Cups, 3 Ounces, 1 Tablespoons Water

1. Set oven to 250°.
2. Blend flour, salt and yeast for 3 minutes.
3. Cut in cold chunks of butter.
4. Add very warm water.
5. Knead 15 minutes.
6. Cover and let sit for 10 minutes.
7. Form into balls and place in a greased 13x9 inch pan.
8. Let rise for 30 minutes.
8. Bake for 45-48 minutes.

Cinnamon Rolls

1. Preheat oven to 350°.
2. To make the dough, blend flour, salt and yeast for 3 minutes.
3. Cut in cold chunks of butter.
4. Add in eggs, milk and sugar and mix.
5. Add very warm water.
6. Knead 6-8 minutes.
7. Put the dough in a well greased bowl, cover, and let sit for 1 hour.
8. While the dough is resting, mix up the brown sugar and cinnamon.
9. Divide the dough in half, and roll it out on a well floured surface until it becomes an 8-11 inch rectangle (for more cinnamon rolls) or 6-13 inch rectangle (for rolls closer to the cafeteria size).
10. Brush with 2 tablespoons butter; sprinkle with half of the brown sugar mixture.
11. Roll into a log from the smaller end and cut into 2 inch slices.
12. Place in a greased 13x9-in. pan, cut side down. Cover with a kitchen towel. Repeat with remaining dough and filling. Let rise in a warm place until doubled, about 1 hour.
13. Bake for 25-30 minutes.
14. In a mixing bowl combine all ingrediants for the icing mixing in the confectioners sugar slowly.
15. Top the rolls with the icing 2-3 minutes after they come out of the oven.

For the Dough:
¾ cup Sugar
¼ cup Milk
1 Eggs
1.5 Teaspoons Salt
3 ½ cups Flour
⅜ cups Butter
3 Teaspoons Yeast
1 Cups, 3 Ounces, 1 Tablespoons Water

For the Filling:
3/4 cup packed brown sugar
2 tablespoons ground cinnamon
1/4 cup butter, melted, divided

For the Icing:
1/2 cup butter, softened
1/4 cup cream cheese, softened
1/2 teaspoon vanilla extract
1/8 teaspoon salt
1-1/2 cups confectioners' sugar

Festival of Lights

Experiencing the holidays the Fort Wayne way

EMMALYN MEYER
Design Editor

spread design by Emmalyn Meyer

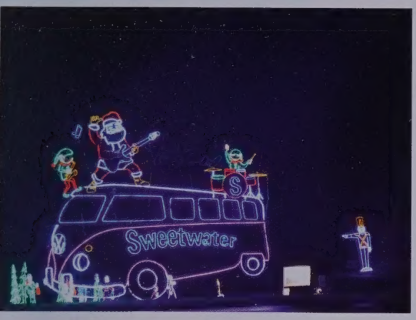


PHOTO COURTESY OF ELLA BEACH

Ella Beach (11) and Savannah Horton (10)

PHOTO COURTESY OF CHENGYU BI

top: Griffin Green (12), Samantha Waterman (12), Eilidh Drummond (12), Lauren Berta (12); bottom: Gabrielle Barrido (12), Chengyu Bi (12), Emma Gillam (12)

"My favorite part is my family's ingenious pizza tradition." -Zoe Moore (12)

"We had a great time even though it was freezing." -Emma Gillam (12)

"My favorite part is watching the bridge light up with the penguins throwing snowballs." -Lucie Stockman (11)

"It's cool to see everyone gather around the buildings before the lights turn on." -Chengyu Bi (12)

Holiday Festivities Light Up Fort Wayne

Tens of thousands of dedicated Fort Wayne-ians crowd Main Street, excitedly anticipating the lighting of Santa and his sleigh on the PNC building. After a brief introduction and countdown, the mascot of the winter holidays lights up, brightening the entire street. Although Thanksgiving has not yet begun, the mass-celebrated Christmas traditions have.

One attraction that invites approximately one hundred thousand Hoosiers full of holiday spirit every year is Blue Jacket's Fantasy of Lights at Franke Park. The exhibit features dazzling, brightly lit, colorful spectacles that display winter holidays.

Every year, the Fantasy of Lights grows. While the displays do not change, new sponsors contribute to the growing number each winter.

"This year, we have 11 new displays and 2 existing sponsors are adding on to their scenes," Emily Hoch, event coordinator for Blue Jacket, Inc., said.

One of the main reasons people are pulled to the Fantasy of Lights is because it is improved every year.

"Blue Jacket has been able to grow the event and make the experience better since taking over in 2015," Hoch said.

However, at both the Fantasy and Night of Lights, the number of attendees support the number of displays and lights. Last year, the Fantasy of Lights exhibit saw 100,000 people and 20,000 cars, and Blue Jacket anticipates a similar or larger crowd this year.

This year, approximately 25,000 people from all over the country packed the downtown area at the Night of Lights.

These events, along with others around Fort Wayne, have certainly become part of citizens' holiday traditions. While the Fantasy of Lights has been a fixture in the city for 24 years, the Night has drawn people for even longer – 39 years.

Not everyone calls the downtwn festival their tradition. More join each year when called on by friends and family.

"I had never gone to the event before, but I decided to go because a friend of mine said that it was part of her holiday tradition," Emma Gillam (12) said. "I went with a group of friends as a fun way to spend time together and get into the holiday spirit."

Nevertheless, the festivities around Fort Wayne are enjoyed by all.

"More than just a killer introduction to the holiday season, the Night of Lights draws people from all over Fort Wayne and surrounding cities, bringing together the community in amazing numbers," Zoe Moore (12), said.

PHOTOS BY EMMALYN MEYER

spread design by Emmalyn Meyer

Why do people think that swaying their arm back and forth would change the direction of a bowling ball? I just spent a minute laughing about Wii bowling. Anyway, the answer is gravity.

Your Questions

When does it stop being partly cloudy and start being partly sunny? Right when you're not paying attention.

How Frozen is Jell-O? and other fascinating questions

Dear June,

I hope you are having a good day. I have a pressing question for you. It is of dire importance.

So if someone ate Jell-O, and then suddenly died, and then was placed in an cold environment, say a refrigerator, would the jello remain solid in the stomach? So like, if a coroner opened up their stomach, would jello just fall out?

Every time I have asked someone about this, they simply scoff and brush me off! June, please, help me answer this question. Or else, I fear, it will live on in my head forever.

Sincerely,
Carly Chen

Hey, Carly,

I would just like to start by saying that this is a very serious question and you do not deserve to be disregarded for asking it!

In the spirit of taking this seriously I decided to call in a pro, so I asked the opinion of Phil Zham, Huntington County coroner.

According to Dr. Zham, the microorganisms in the body continue to live after the person has died and they consume the contents of the stomach; therefore, the Jell-O would be broken down and liquified. Aka, no more fun bouncy Jell-O in your tummy.

However, in my "professional" opinion, if the person dies of hypothermia the microorganisms will lose their appetite and the jello will freeze inside the person. This way the coroner would indeed find frozen, possibly still bouncy gelatin!

My only wish is that you are not planning to execute some sort of Jell-O massacre, but otherwise, I hope this information was helpful!

June

QUESTIONS COURTESY OF SPENCER HOFF

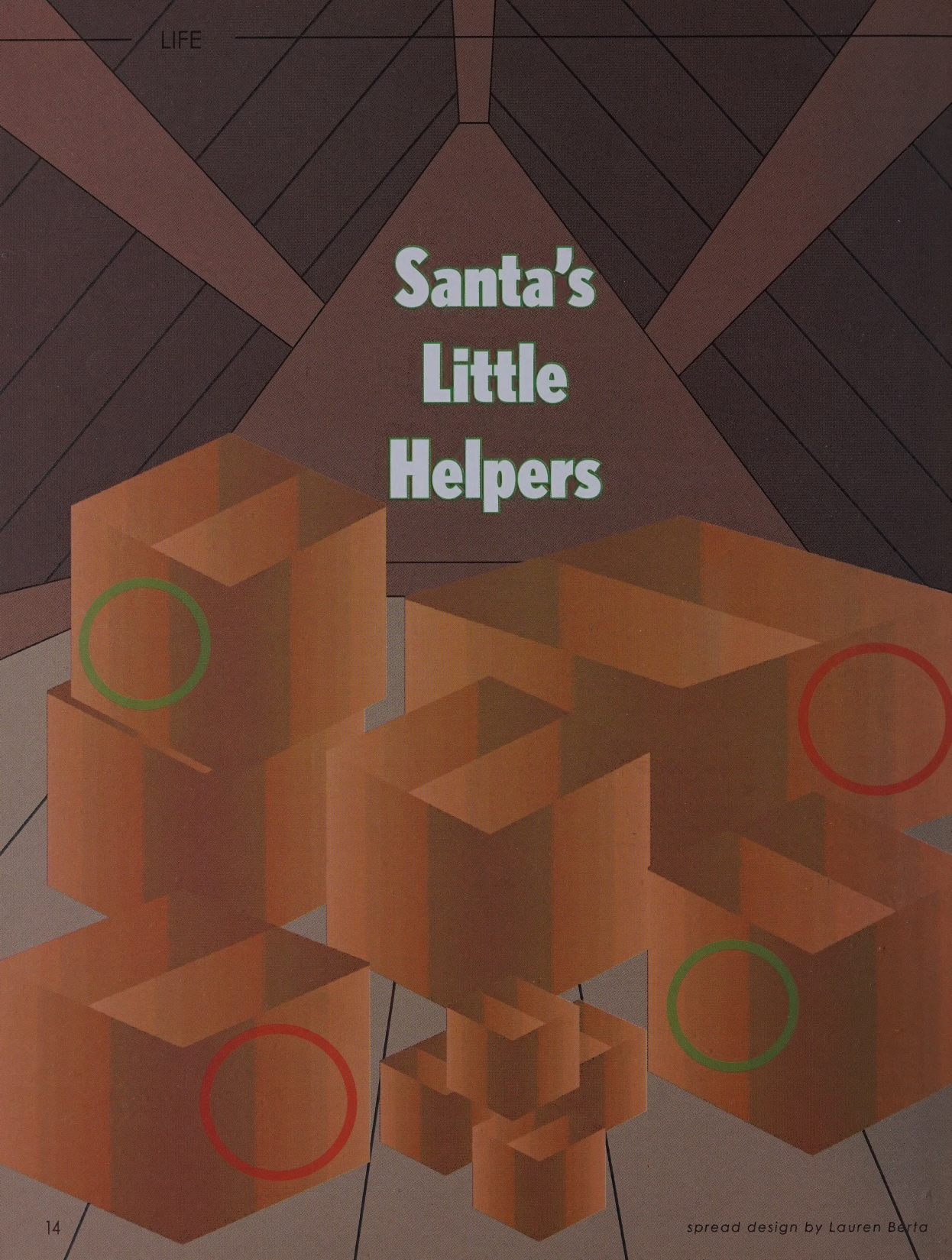
JUNE HILL
Writer

Since bread is square, then why is sandwich meat round? I have actually thought about this before, and I think it's because the inventor of the sandwich was just plain petty.

Why does the Easter bunny carry eggs? Rabbits don't lay eggs. Maybe just because an easter chicken is too ridiculous.

What's the difference between normal ketchup and fancy ketchup? They use purebred tomatoes that grew up in a safe and loving environment. The tomatoes are eventually killed in as humane a way as possible.

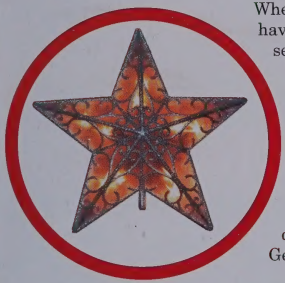
Santa's Little Helpers

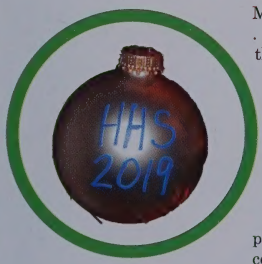


spread design by Lauren Berta

Unboxing the Decorations

LAUREN BERTA
Editor-in-Chief





The holiday season is a special time for my family. It comes with a slew of traditions that we have done since my birth. Our favorite thing though, better than the ornaments, the tree, or the poinsettia, is the inflatables.

My family has nutcrackers, polar bears, Santa Clauses (plural), reindeer and snowmen.

I asked my father once why we have so many inflatables. Here was his response:

"One just looked kind of lonely, so you get two, and then, from a feng shui perspective, you need things in threes," Randy Berta, old man said. "Then some started to wear out so I wanted to have some extras in case they wouldn't inflate."

Apparently it escalated from there.

"I'd go to the after-Christmas sales and I'd think, hey, that one's pretty cool."

Thankfully, I'm not the only person whose family goes a little crazy around the holidays.

For Spartana's winter edition, I found other people who have large collections of holiday items and discovered their reasons for going all out this time of year.

Besides inflatables, many families put out lights during the holiday season, and some put out more than others.

"We probably have anywhere from two to four hundred strands of lights that we put up all over our house," Noah Sackett (?) said.

And like all good Christmas-themed collections, it only seems to be growing. (The end-of-season sale doesn't just stop with my family.)

"At the end of the year we go to the stores and get lots of lights for sale," Sackett said.

When Christmas is involved, there's no such thing as too much. Too many ornaments to fit on the tree? Just buy another tree. Problem solved. Kortney Hecksher (11) knows the feeling; her family has four.

"Every year my mom lets me and my sister pick out a new ornament," Hecksher said.

When looking for an explanation to these holiday behaviors, there's no why, but there's usually a who. The search goes cross-generational.

"Me and my sister would always help my grandma put up the white Christmas tree that went in the front of their yard and had the birds and the fake snow," Hecksher said.

In Lindsay Gearhart's case, her Christmas tradition connects her to family a little farther down the line. Just ask the Santa Claus doll from 1930.

"It's my great grandpa's and it has been passed down in the family [since] he brought it over from Germany," Gearhart said.

Christmas manifests itself as family tradition, family heirloom, and even family business.

"My great grandmother made stuffed santas and [ornaments] and she used to sell them," Sophie Machall (?) said. "My aunt has an ornament company . . . We have a tree full of my Aunt's ornaments and a lot of the ornaments my great grandmother made."

Family is rooted deep in all those ornaments and items, between the tinsel and the garland, and there's no pulling them out of the attic without some family around to help the process.

"It's always fun [when] we try to get out the lights," Hecksher said. "They always get tangled in the box."

For a very brief time of year, sibling rivalry is put aside for the livelihood of a string of lightbulbs or a contested title of neighborhood's coolest house.

"It's mostly for us siblings," Sackett said. "We just have fun doing it."

The habits of the Western world have been criticized for being too materialistic instead of focusing on the true spirit of Christmas, which might have its grain of truth, but I think families coming together to create something beautiful and meaningful once a year, is worth the occasional expenditure.

Buying things like inflatables and Christmas ornaments was "just fun," according to my dad, which is something I heard a lot of when I asked people why they decorated for the holidays. But fun is not all it brings. Decorating instills a sense of wonder, and makes a time of year special instead of dreary.

"When I had little kids, I wanted to create a spirit of Christmas," my dad said.

It's not just about how the decorations make the house look, it's also about how the decorations make the house feel.

"To me [Christmas] means happiness," Hecksher said. "It brings that warmness to my heart. For my whole family too."

That feeling around Fort Wayne during December is worth splurging at a few holiday sales for.

2018 in

Events

Parkland shooting: On Feb. 14, Nikolas Cruz, a former student, opened gunfire at Marjory Stoneman Douglas High School in Parkland, Fla. In the deadliest high school shooting in American history, 17 students were killed. The aftermath of the shooting led to a wave of calls for gun control reform.

Stormy Daniels: The political scandal between Daniels and President Donald Trump after The Wall Street Journal reported that Trump's lawyer, Michael Cohen, paid Daniels before the presidential election to prevent her from discussing their affair.

Investigation of Russia in the election: On Feb. 16, a Federal grand jury indicted 13 Russian nationals on charges of conspiracy to defraud the United States during the 2016 election.

Immigration camps: In April 2018, Trump announced a zero tolerance policy on immigration. After overwhelming public opposition, the policy was suspended through an executive order.

Brett Kavanaugh confirmation: The Senate voted 50-48 to confirm Kavanaugh to the Supreme Court after accusations of sexual assault by Dr. Christine Blasey Ford.

Calif. wildfires: Calif.'s deadliest and most destructive wildfire on record occurred in Ventura County. At least 88 people were killed and over 10,000 structures were destroyed.

Music

Thank u, next
Girls Like You
I Like It
In My Feelings
God's Plan
This is America
Youngblood
Psycho
Lucid Dreams
No Tears Left to Cry

Movies

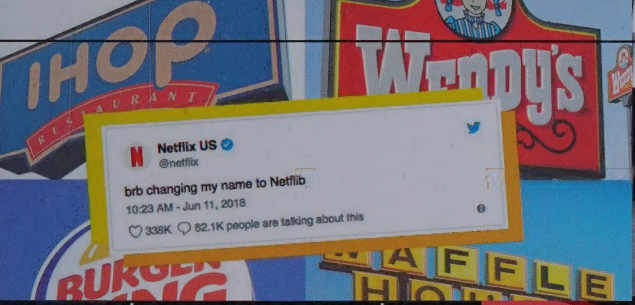
To all the Boys I've Loved Before
Black Panther
Avengers: Infinity War
Incredibles 2
Jurassic World: Fallen Kingdom
Deadpool 2

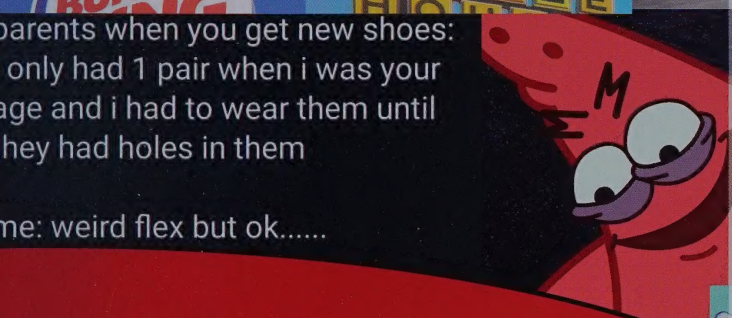
spread design by Lisa Chen

Summary

Memes

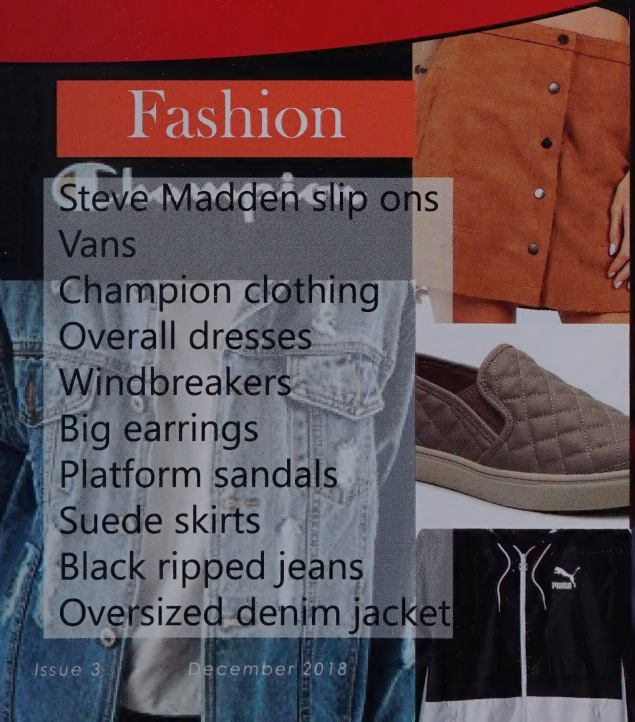
Weird flex but okay
Let's get this bread
Chief keef
It be like that sometimes
Tide pods
Krusty Krab vs Chum bucket
Yodeling boy
Yanny or Laurel
Do'y'all hear sum
Don't say it
Evil Patrick
iHob




parents when you get new shoes:
only had 1 pair when i was your
age and i had to wear them until
hey had holes in them
me: weird flex but ok.....

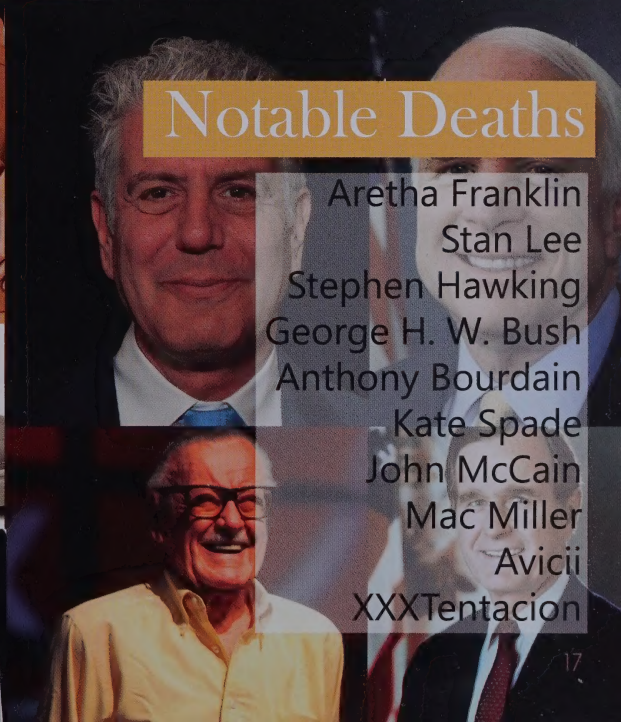
Fashion

Steve Madden slip ons
Vans
Champion clothing
Overall dresses
Windbreakers
Big earrings
Platform sandals
Suede skirts
Black ripped jeans
Oversized denim jacket



Notable Deaths

Aretha Franklin
Stan Lee
Stephen Hawking
George H. W. Bush
Anthony Bourdain
Kate Spade
John McCain
Mac Miller
Avicii
XXXTentacion



spread design by Julia Epling

playing the field

Spartan Alliance Band members battle injuries

JULIA EPLING
Writer

One member of the Spartan Alliance Band who has undergone several injuries is saxophone player Michaela Rice (12). She's been injured multiple times, including having strep throat a few weeks ago that was so bad her doctor said she shouldn't "go to band or school, or anywhere in general."

Despite this, Rice still went to band and school everyday, but because of her strep throat couldn't play her instrument during practice, which she recalls being sad about missing out on. Rice still decided to play the semi-state and state competitions while still having strep throat.

Physically, Rice has also sprained her ankle during her freshman year in band. "It wasn't horrible and only couldn't march for about a week, but that her grade was still docked as a consequence," Rice, said.

The Homestead Spartan Alliance Marching Band worked together since July to perfect their show, Model, for the ISSMA State competition, which they placed third in, and the Bands of America Grand Nationals competition which they placed eighth in, this past November.

For these spartans, marching band is not just playing instruments and moving from one spot to another: it involves intricate choreography and a physically intense routine, requiring cardiovascular strength.

Having practice for more than two hours a day, five days a week and competitions on Saturdays lasting from 8AM through well into the night, takes a toll on these musicians and can cause injuries that affect their playing.

Whether or not you consider band to be a sport, there is no denying that it is physically demanding. Some injuries among marchers include shin splints and dehydration, while injuries among colorguard members include concussions, sprained wrists and more.

In order to prevent injuries such as Rice's, the band has taken several important steps in the past few years. They have "band moms" that volunteer during practice with first aid supplies, or they help push out large water jugs to the field so students can access it during practice.

Brad Wadkins, the head marching band instructor for Homestead, has also enforced a rule that students must have a gallon water jug from the beginning of the season until the end in order to prevent dehydration.

Band members can also undergo injuries that aren't directly from band, but still affect their season. One member who has undergone an injury this season is Kyle Todash (12). Todash is on drum line and has played the tenor drums both his junior and senior year. On Oct 10, Todash fell down the stairs at a friends house and severely broke his leg.

While his injury is not directly from band, it has affected his season very. Todash says that he was shocked when it happened and disappointed when he needed to get surgery, but has tried to remain positive throughout the experience.

It "didn't really affect [him] until he attended the ISSMA State competition on Nov 3, when he couldn't perform and had to be on the sideline and watch," Todash, said.

He wasn't able to walk again until Nov 30, which was only 20 days after the band season is over.

However, even though Todash couldn't march, he still went to practices and competitions to support his friends.

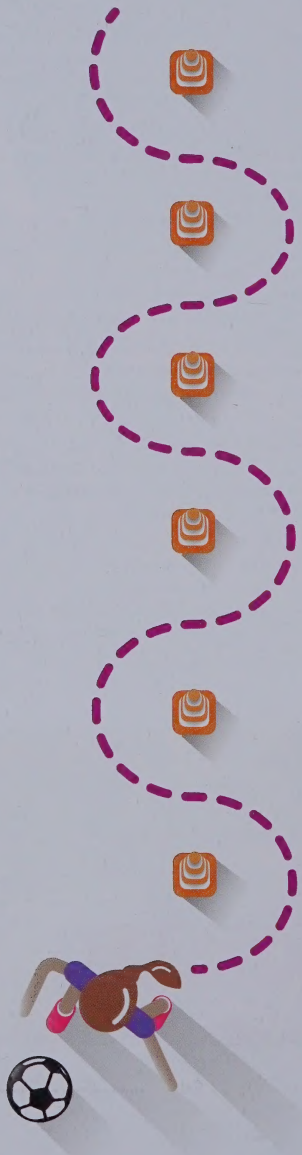
The Spartan Alliance Band performs at state finals in Indianapolia, Ind.

Todash (12) had to use his scooter while he couldn't walk.

Girls' Soccer: The Road to State

Team narrowly loses to Carmel in overtime

NATHAN PHUONG
WRITER



Sectionals
Wayne [1-7]

Warsaw [0-1]

Carroll [4-5]

Regionals
Fishers [1-1+]

Semi-State
Valparaiso [1-2]

State
Carmel [2-1]

Homestead

spread design by Nathan Phuong

The team at the state Carmel game

From left to right, starting at the backmost row: Emily Barsantee, Madison Barnhardt, Taylor Archbold, Sophia White, Paige Archbold, Lauren Brown, Ashleigh Fender, Lauren Mollering, Amelia White, Tori Aichele, Mollie Kloster, Emma Duby, Mary Mccardle, Maddie Morris, Claire Elliot, Alexia Canasano, Jaedyn Haverstock, Ainsley Wehrle, Sarah Warren, Samantha Castaneda, Morgan Halliwill, Jessica Tanzler, Gabrielle Torrez

It's 50 minutes and 22 seconds into the state decider for Class 3A soccer, and the Spartans grudge Carmel a point on a penalty kick. Within ten minutes, Morgan Halliwill likewise scores on Carmel with a penalty kick to even out the tally. Some 90 minutes from the match's start, designated goalie Samantha Castenada takes leave of the field for her overextended ankle to be treated. In her stead, Carmel swipes another ball past Homestead's subbed-in goal-keeper and through the posts. Hobbled, Castenada nevertheless agonizingly returns to her post screening the goal until the tournament terminates a few minutes later. So tears are shed as the Spartans accept second place to Carmel.

With its first climb to state championship runner-up in seventeen years this season, the girls' soccer team has much to celebrate.

Under the guidance of coach Rick Link, the players dribbled past the Wayne and Warsaw teams at sectionals, Carroll and Fishers at regionals, and the contenders at Valparaiso, before finally clashing with Carmel.

The Carmel game especially had its fair share of action: on the overcast, 53-degree evening of October 27, twenty-eight combined fouls were called and thirty-four shots-on-goal made. Senior goalie Samantha Castenada had nine saves as opposed to Carmel's two.

Goalie Samantha Castenada defends her box from Carmel strikers

In fact, the girls' achievement in the state competition has given a number of them all the more reason to pursue soccer activities into and alongside their higher education pathways. By restructuring her plan of attack for coursework, Morgan Halliwill (12) is already preparing for collegiate soccer.

"My dad played both college and professional soccer; I'd like to do the same," Halliwill said. "Also, I've been lucky to have Sarah Killian's dad coach me on the side." During her years there, Sarah Killian was a member of the UCLA soccer troupe.

Halliwill has received approval from the University of Alabama to play competitive soccer there in addition to earning credits for a major in bioengineering. As such, Halliwill will graduate one semester early and enroll directly at the University.

Separately, senior winner of the IHSAA Mental Attitude Award Jessica Tanzler will cherish these last playoffs as much as any on the team.

"Just learning the basics of soccer, pre-kindergarten-age me wouldn't ever have imagined winning such an honor [as the Award]. Each victory approaching State deepened my pride to be part of such a hardworking team. The distinction marks the peak of my soccer career, and I will always remember the announcer's naming me for best Mental Attitude. Surrounded by my friends, family, coaches and team, I could not have asked for anything more genuine. I think [the Award] shows how hard I've worked on and off the field, and how important it is to stay humble throughout."

Teammates congratulate Jessica Tanzler on receiving the IHSAA Mental Attitude Award

More broadly, Tanzler has seen incredible improvement for every field position during the girls' soccer season.

"Our defense and offense both progressed a lot," Tanzler said. "Compare this year to last, when we lost our first game at sectionals."

Losing that game immediately eliminated the bloc from any chance at making a bid for state.

Like Halliwill, Tanzler dreams of continuing with soccer through her adult life.

"I've always been interested in the United States Women's National Soccer Team," Tanzler said.

Toward the goal of her soccer aspirations, Halliwill typically finishes her studies during the school day, freeing up several hours for footwork drills through cones, shooting on a goal and dribbling and juggling soccer balls. Practice with teammates during more organized training sessions is also helpful.

"Usually, we all perform some dynamic stretching on the lines or in a 'stretching circle,'" said Halliwill. "From there, Coach Rick dictates the procedure. Some days we might hone striking or passing. Other days the focus will be more on controlled touches."

Tanzler adds that warm-up stretches dominate "the first 10-15 minutes" of group workouts.

"Then our coach talks to us about upcoming games and the practice schedule...and we review position-sensitive techniques," Tanzler said.

But the team's success did not come without the dynamic mentors of practice and experience: center mid and forward Halliwill, for one, has been on the soccer field since she was three years old, and outside forward Tanzler has been playing the game since she was four years old. The other athletes of the group, needless to say, have similar backgrounds in the sport.

Their games did not leave the Spartans unscathed. Halliwill was not yet finished with therapy for her sprained ankle at the season's initiation, and along the road to the matchup against Carmel, Amelia White injured her ankle. On top of that, at the state championships, senior center- and outside-defender Madison Barnhart's knee flared up from prior trauma, forcing her to take to the bench to recover.

Tanzler tells of how athletic instruction for the ensemble ordinarily ends: "practice wraps up with practice penalty kicks and our team cheer of 'HOMESTEAD ON 3... 1, 2, 3, HOMESTEAD!'" ■

Homestead's players line up after their loss to Carmel

*All picture credit to Mrs. Nowak and Shannon Asiala

Grace Sullivan (10) ready to make a basket during the game against Huntington North.

PHOTOS BY: MATTHEW QUINTOS AND JOSIE BOYD-ELLERT
GRAPHIC BY: NATHAN PHUONG

Homestead Girls Ranked 1st in State

Matthew Quintos

Writer

The girls' basketball team is off to an impressive beginning of the season.

Currently, the team is ranked first in the state with a notable victory against state powerhouse Carmel Nov. 3.

"It is about improving each and every day and putting ourselves in the position at the end of the year that we know we are one of the top teams that can make a good run in the postseason," Rod Parker, coach, said.

Parker, a Homestead basketball coach for 24 years, is ready to compete this year after a crushing defeat in Regionals last year against their rival, South Side.

"I try to make every practice difficult, so that the players can get better every day," Parker said. "(It is important for the players) to stay mentally focused... (and) to come in and fight the grind of working hard every day in practice."

The girls basketball team has six potential tournament championships on the table this year. Parker stressed the importance of preparation.

"(We want to) be in the position to win as many of the championships as we can," Parker said.

Beyond the team's basketball dexterity, they also have many other attributes. Parker enjoys the time he gets to spend with them both on and off the court.

"(They are) just a great group of student athletes," Parker said.

Ayanna Patterson, a nationally ranked player for Homestead, feels optimistic about the team's chances to make a state run.

"Our chances of getting to state are very likely; we just have to work hard as a team and maintain our goals," Patterson said.

"Beating Carmel felt great, great for the team (and) great for me to know that I have my first game under my belt," Patterson said.

Patterson's high school basketball goals are to go to state and be in the first class. Ayanna feels that she needs to work on her defense and enhancing her communication.

When Patterson steps onto the court she said her thinking is, "I want to win, but I also want to be a good teammate".

Patterson feels that her success is attributed mainly to the positive influences she has had around her. Patterson does not feel it difficult to manage balancing her school, social and athletic life.

"...It is easy (to manage) because I hang around most of the people that are on the basketball team or play basketball," Patterson said.

Because of this, her schedule is easily able to synchronize up with her friends.

Ayanna credits the Homestead basketball team as having a big impact on her.

"I have learned how to be a better teammate because we can learn things from each other," Patterson said.

Ayanna feels that she has a great relationship with her teammates, as they spend time bonding both on and off the court.

spread design by Matthew Quintos

Upper Left: Ayanna Patterson prepares to shoot a layup in practice.

Upper Right: Coach Rod Parker surveys his team during practice.

Lower Right: Ayanna Patterson set to make a basket.

Lower Left: The team gathers for a huddle during the Huntington North game.

Humans of the *Holidays*

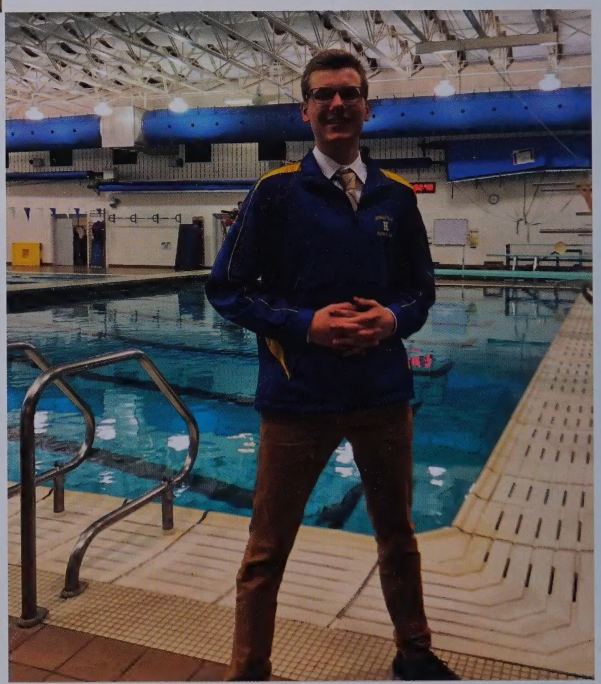
EMILY TYLER
Writer

Liv Seifert

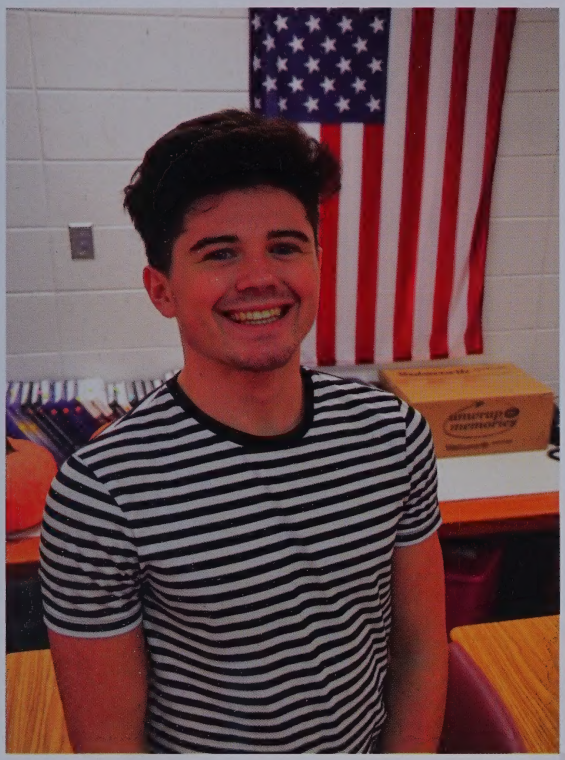
Our holiday tradition is to all get together at one of my grandparents houses and exchange gifts. The younger kids all draw each other's names to see who they will buy a gift for and the older kids and adults all do white elephant gifts for fun. My mom cooks the ham and green bean casserole and everyone else brings a dish to share. After we eat, we always make a craft every year. We celebrated early this year, so we made glasses. My favorite thing my family and I painted was towels and it was really fun. We also painted the glass catchers. The best thing I got for Christmas was an iPhone. Since I have basketball, my family and I don't go anywhere for the holidays. With the varsity team, we do Secret Santa where we draw the names and give each other gifts. It is a varsity tradition.

Robert Benedek

We decorate the tree as a family with Christmas music playing. Every year after Thanksgiving when we get home from Ohio, the Elf on the Shelf would always be waiting when we get home. It would move every day throughout the house until Christmas. Every morning, we would wake up and see who could find it first. On Christmas Eve my family gets together and my dad reads "The Night Before Christmas." We always watch A Christmas Story on Christmas Day. The day after Christmas, my family and I go back to Ohio and there's a lot of family over there and we get more presents. Also, we always watch Christmas Vacation at least once over the break.



spread design by Emily Tyler



Matheo Fablet

In France, we have the same Christmas traditions as in the United States. It's really the same as you, we have the presents, the big meal, big dinner with all the family. We all just get together and sometimes go to the church and I go to my grandparents' house. Sometimes we get presents in the morning and sometimes at midnight. The best thing I ever got for Christmas was a trip to Disney Land in Paris. Another one of my favorite things that I got was my godfather because he lives in London, he came to France to visit. It was a great time to spend together. We call Santa Claus Christmas Father. We also start to put up Christmas lights on December 10th. In France, we have artificial trees in our homes and real trees outside most of the time. For Christmas dinner, we eat a lot of seafood and meat.

Emily Vargas

Since I'm Hispanic, we have these get-togethers with friends and family and we play a game a couple days before Christmas. Half of us are on one side of the door and the other half is on the other side of the door. We sing a song that goes back and forth with the group and then we all eat and talk. On Christmas Eve, we wait until midnight and open presents. On Christmas, we have family only over at my house. My mom has this thing where all my siblings and I all match in pajamas on Christmas. A drink we make for Christmas is called ponche. It has sugarcane and guavas and it's like apple cider, but a Hispanic drink. We also have tamales.

The Style of Semi

LAUREN BERTA
Editor-in-Chief

It is no secret that one of the best parts of Semi-formal for girls is getting dressed up. The winter dance is a reason to pick out a dress and wear it out, and many Homestead girls take advantage of that opportunity.

"The dress was the best part of getting ready for the night," Anna Chevillet (11) said.

Oftentimes, events such as Semi-formal provide a perfect opportunity for dressing up that girls might not find otherwise.

"We don't get a lot of crazy events when we get to dress up," Catherine Brooks (11) said.

And when girls go out shopping, they tend to take a few things into consideration. Guys have relatively little to worry about; suits in any variation are acceptable and expected, and few people look for a fashion-forward design. Girls however, have far more to think about. For one, the dress has to go with their skin tone.

"I usually only get black dresses," Osciana Washington (11) said. "I don't look good with different colors because of my skin tone."

This might be one reason why some of the same colors are popular at the dance.

"I was looking for maroon or dark navy [because] it looks good with my complexion," Jordyn Godt (11) said.

Girls look for a style of dress that will flatter their body and a style that is also trendy.

"[I saw] tight dresses, long sleeves, and lace," Evelyn Valentine (11).

This was a style of dress that many girls wore at the dance. One of our models was looking for just that.

"When I was shopping for my dress I was particularly looking for a black or maroon dress because I like the simplistic style," Morgan Halliwill (12) said. "I wanted a short, tight, long-sleeved, lace dress."

How a girl styles her hair is another important part of the dress-up process.

"I wanted an updo for a change and I thought braids would be really pretty," Halliwill said. "I planned beforehand what hairstyle I wanted. I was looking on Pinterest."

Some girls might have others' help with their hair during the process.

"My mom did my hair (for Semi-formal)," Brooks said.

Last, but certainly not least, is the shoes, one of the most important parts of a look. The right selection of shoes can add to a girl's style and bring together her outfit.

Godt wore "shiny shoes with bows."

However, shoes are not always a necessary component to an outfit, simply a fun detail; many girls take off their shoes and leave them at "the closet," run by parent volunteers.

This doesn't always work out, however.

"There was plastic stuff all over the floor so it hurt to walk," Godt said. "I had to put my shoes back on."

All in all, there are not many reasons to put on a nice dress, so when girls do, it is a confidence boost.

"It was really nice to feel like a new person," Amille Howard (12).

In their dresses, the girls know they look good, and they do a good job of owning it.

Charlotte Hagedorn (12) poses for a picture in the dress she wore to Semi Formal this year.

PHOTOS BY YANA WEIR

spread design by Lauren Berta

Left: Kara Gealy (12), Sydney Graber (12), Haley Swing (12), Emma Gilham (12) pose for a group picture together before going to the dance. Right: Kayley O'Hara (11), Olivia Render (11), Julia Dvorak (11), Abigail Adams (11), Ashleigh Fender (11), Leah Koob (11) pose for a picture professionally taken by Gail Herendeen to remember how they looked for the dance in their dresses.

Makayla Lopez (12)

Kathryn Londini (11)

Morgan Halliwill (12)

BLACK FRIDAY:

MIKAYLA HAVISON

Copy Editor

As the door opens to Walmart, swarms of people flock into the building. They push against one another, fighting to reach the item they have come to retrieve. With rolling shopping cart wheels and fists prepared to fight, the chaos consumes the store. Screeching wheels in the parking lot signify the confusion and pandemonium brought about by the bargains, steals and deals.

This version of Black Friday seems to be the most thought of by Americans, but is it true?

After spending time with family and friends, eating food and giving thanks, the Black Friday sales begin. Traditionally, Black Friday begins the day after Thanksgiving and is notorious for having sales to help people start their holiday shopping and get into the holiday mood. With the progress from the holiday's branding in 1961, the holiday has begun to start Thanksgiving night and led to the creation of other discount days, such as Cyber Monday.

Historically, Black Friday has been a holiday intended for people to purchase gifts for their family and friends. This has caused many to assume that parents are the most likely to go Black Friday shopping; however many stores have begun to target the younger generations.

"I feel like (our target market) is mostly teens," a Walmart employee said on Black Friday. "Definitely younger people and then some parents trying to buy gifts for their kids."

Although they typically make less money than middle-aged people, teens and millennials reported being the most likely to go Black Friday shopping. This year, 87% of people ages 18-24 reported planning to go Black Friday shopping, compared to the 69% of all adults.

"I think stores that targeted teens were more popular because teens are always looking for deals and sales when they shop," Josie Gery (10), a student who went Black Friday shopping, said.

Additionally, the number of online shoppers has rapidly increased. This year, only 39% of participants surveyed said they would do their shopping in stores. This is surprising, as the amount of money spent of Black Friday has increased, meaning that many are switching to the internet as their main location for Black Friday shopping.

This decrease in in-store shoppers may be attributed to younger people being the main target of stores. Due to their exposure to technology, this younger crowd is often considered to be more comfortable with using technology to make purchases.

"Online shopping has probably lessened the number of young people that go shopping because it's quicker and easier, as teens tend to be more tech savvy," Gery said.

The combination of targeting teens and increase in online shopping appears to be somewhat of a conundrum. By having stores target teen groups that are more attracted to the internet, the amount of foot traffic in stores is decreasing; however, this seems to be paying off. This Black Friday, the amount of foot traffic in stores decreased 9% from 2017; however, the amount of online shopping over the course of the Black Friday weekend increased by a massive 26%, according to Adobe Systems.

Although businesses lost a portion of their in store shoppers, they ended up benefiting from this change. In fact, a quantity of stores had larger sales online than they did in stores.

By having more people shop online, rather than stores, the size of Black Friday crowds are also being reduced. This is especially good for teen drivers, as in the past there has been a 34% higher chance of getting in an accident on Black Friday. More online shoppers will reduce the number of cars out on the road.

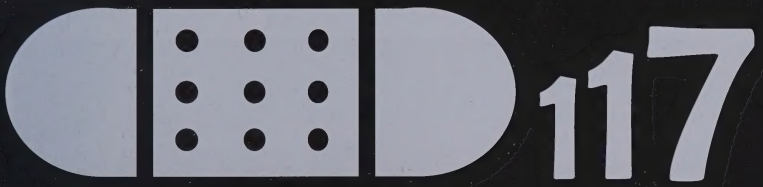
The lower crowds will also be of great benefit to large stores, as the safety of stores will be a less problematic issue; however, this may cause a hindrance to smaller, local brands and shops. With less non-online sales, customers may be less encouraged to go out and shop. From a young customer's perspective, this may be an advantage if small stores lower prices to compete with the online sales of large companies.

As the world continues to evolve, Black Friday seems to be no exception. Over the years, Black Friday has not only become an annual tradition, but also a day known across the globe for inspiring economic growth and reflecting the economic prosperity of the year.

Although often associated with aggression, greed and materialism, the evolution of Black Friday to target a younger generation and focus more on online sales, may be the necessary push to end the negative views of the day. By encouraging the youth to purchase gifts and embrace the holiday spirit, Black Friday just might change for the better. In the future, Black Friday may be less dark and a more peaceful day for everyone involved.

spread design by Mikayla Havsion

FOR THE TEEN?



117

Major injuries have been recorded at stores on Black Friday since 2006, caused by crowds, shootings and overwhelmed customers.

THE DARK STATS OF THE DARK DAY

34 percent

More vehicular accidents happen on Black Friday, than any other day of the year; the majority of which occur in parking lots.

52

Percent of Black Friday shoppers regreted a purchase made on the day in 2016.

12

Deaths have been directly caused by Black Friday crowds since 2006.

Statistics are from blackfriday.com, Forbes Magazine and thebalance.com

AN EXPERIENCE TO TRUMP ALL

SPARTANA GETS BEHIND THE SCENES ACCESS TO TRUMP RALLY

MIKAYLA HAVISON
Copy Editor

For many high school journalists, there is no greater honor than to have the opportunity to report on and share the happenings of historic, momentous and rare events. On Nov. 5, we, the Spartana staff, had the chance to attend an event, which exceeded the expectations of any of our hopes.

After applying on a curious whim, we received press passes for President Donald Trump's rally at the Memorial Coliseum. This experience was not only an incredible privilege, but an experience that the four of us who attended will never forget.

This article is my personal rencountment of the rally and is intended to reflect my own experience at a truly unique event.

Outside the Memorial Coliseum, fans bubble with excitement as security guards begin to let them through the doors. After being thoroughly checked by security, they begin to funnel into the numerous rows lining the walls of the coliseum. As the room fills, the energy and noise increase in volume, and people wave signs and shout the name of the man they have come to see. To any passerby this may seem like a concert; however, this was more than a concert: it was a Trump Rally.

On Tuesday, President Donald Trump was met by his supporters in Fort Wayne, Ind. The last time a sitting president spoke in the city was in 1982, when Ronald Reagan came.

"Everybody was super excited when Trump first walked out and everybody was cheering for him," Hudson Ripke (11), said.

Despite the city's shock at having the opportunity to host Trump's visit to the state, the more shocking aspect of the event was not its location, but rather one of its subjects. As the media were greeted by press-organizers and began to position their cameras, they soon found that Trump did not have the same respect for them as those running the event.

When arriving at the rally, members of the media had the opportunity to have designated parking and were able to skip the lines. Around 20,000 free tickets were available; however, there was only 11,000 seats in the Coliseum. With lines spanning across the parking lot, the kindness of allowing the media to have accessible admission was greatly appreciated.

Even upon entering the building, the media were approached with respect and shown kindness by employees of the event.

"Do you know what happens when you ask questions?," one of the security guards said, while making small talk with the group of high school journalists. "You get answers."

As of 3:30, the majority of media members were present, including media members from networks such as, Fox, CNN, MSNBC and ABC. The networks were given quality accommodations, with a large, elevated platform to film and take pictures of the event.

The security and staff at the rally, who were responsible for organizing the media portrayed themselves with dignity and were cooperative with the members of the media. Before Trump's entrance, journalists were permitted to roam the

spread design by Mikayla Havison

PHOTOS BY: MIKAYLA HAVISON AND YANA WEIR
PHOTO EDITS BY: JUSTIN AHSER

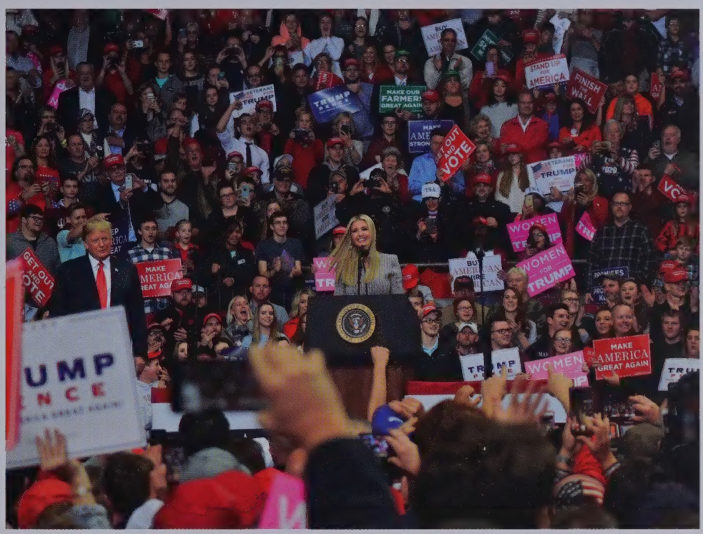
Far Left: President Donald Trump points at the media, after making a statement about his disatisfaction with the "fake news." This led to an uproar in the crowd, when many audience members turned to face the media and started to jeer and boo loudly.

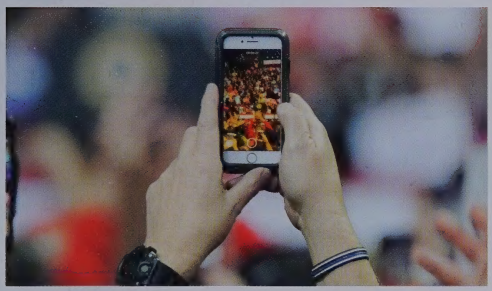
Left: A reporter from Tru News, a popular Chirstian news source, goes on air to present the happenings of the Trump Rally. After making notes on the speech, the reproter began to present the information to his viewers.

Below: There were many special guests at Trump's speech, including his daughter, Ivanka Trump. Other speakers included Sarah Huckabee Sanders, Mike Braun, Jim Banks, Eric Holcomb, Lou Dobbs and Kellyanne Conway.

Center Left: At the Trump Rally, guests were not allowed to bring their own posters. Instead, the rally organizers provided Trump posters to audience members.

Bottom Left: The Trump Rally was a historic event for Fort Wayne, and many Trump supporters were eager to record the event.





floor to get interviews and the response from the crowd was full of positivity; however, this soon changed.

After making a couple references to the "fake news," Trump altered his focus from his successes as president, to a direct focus on the media's coverage of him.

"They keep (the camera) right trained in my face, which I don't like, and about five people behind me" Trump said to the crowd about the media. "(The media doesn't) show the crowds."

When the crowd went silent after booing at the media, Trump continued his notes for the "fake news."

"They never (show the crowds) and they do that because they don't want people to see how big the crowd is," Trump said.

Although Trump was right about the cameras being tuned in on him for the rally, there was no evidence of him considering that the media was present to record his speech, rather than the audience that he wanted to be shown.

During the event, there was a total of three protestors who made displays and were then escorted out of building. When this occurred, Trump decided to further his insults of the media.

"That's about the first protest I've seen in a long time and it's the first time I've seen the cameras like pretzels--boom right up," Trump said, when a few of the media members angled their cameras at the protestors.

This statement encouraged further geers from the audience who angrily waved their signs at the media.

Whether or not a person believes in the validity of Trump's comments regarding the media, the contradictions in how the media was treated were made clear.

To gain media credentials for any of Trump's rallies, the journalists from news sources have to place a request and go through a vetting process, which ensures their credibility, integrity and safety in relation to the president.

With this process, it makes it a bit of a mystery as to how "fake news" is allowed to cover the event.

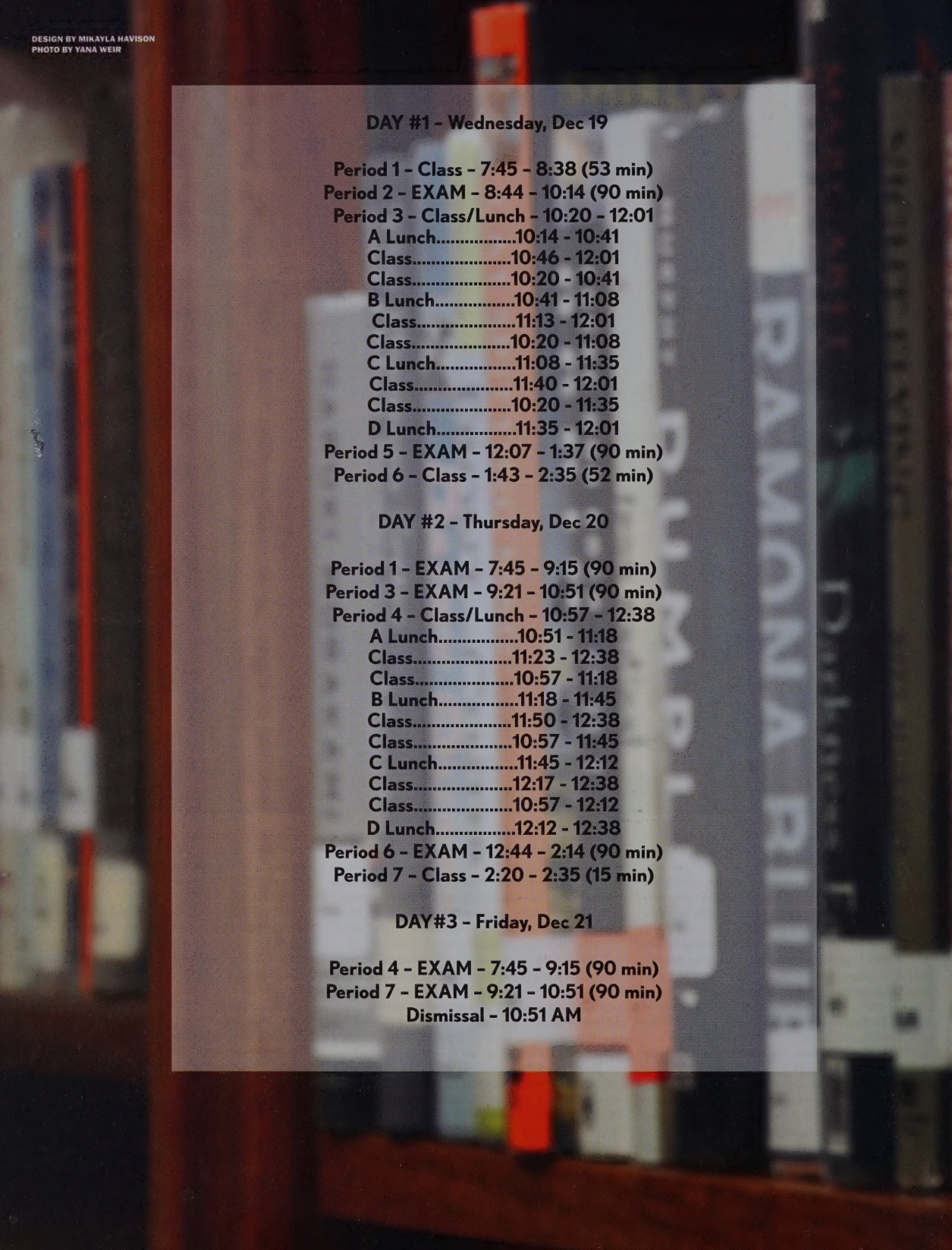
Although, most of the media sources did not receive confirmation of their credentials until the day before the rally, they were still treated with respect by the majority of the crowd and employees until Trump began to accuse the group of wrong-doings.

When the accusations of attempting to portray the president in a negative light were made (whether they were accurate or not), it became clear that more left-leaning medias were the scapegoat and unifyer for the supporters in attendance.

Upon making the negative statements regarding the media, Trump altered the atmosphere in the room. Originally, the crowd was relatively welcoming to the more moderate media, who made their rounds, interviewing supporters; however, when Trump made his statement, the crowd grew in rowdiness towards the media.

Trump's rally not only reflected many of his political views, but also displayed the power that one man can have over a group of individuals. Whether his statements were factula or not, his ability to make a speech to entice an audience was reflected.

DESIGN BY MIKAYLA HAVISON
PHOTO BY YANA WEIR



DAY #1 - Wednesday, Dec 19

Period 1 - Class - 7:45 - 8:38 (53 min)
Period 2 - EXAM - 8:44 - 10:14 (90 min)
Period 3 - Class/Lunch - 10:20 - 12:01
A Lunch.....10:14 - 10:41
Class.....10:46 - 12:01
Class.....10:20 - 10:41
B Lunch.....10:41 - 11:08
Class.....11:13 - 12:01
Class.....10:20 - 11:08
C Lunch.....11:08 - 11:35
Class.....11:40 - 12:01
Class.....10:20 - 11:35
D Lunch.....11:35 - 12:01
Period 5 - EXAM - 12:07 - 1:37 (90 min)
Period 6 - Class - 1:43 - 2:35 (52 min)

DAY #2 - Thursday, Dec 20

Period 1 - EXAM - 7:45 - 9:15 (90 min)
Period 3 - EXAM - 9:21 - 10:51 (90 min)
Period 4 - Class/Lunch - 10:57 - 12:38
A Lunch.....10:51 - 11:18
Class.....11:23 - 12:38
Class.....10:57 - 11:18
B Lunch.....11:18 - 11:45
Class.....11:50 - 12:38
Class.....10:57 - 11:45
C Lunch.....11:45 - 12:12
Class.....12:17 - 12:38
Class.....10:57 - 12:12
D Lunch.....12:12 - 12:38
Period 6 - EXAM - 12:44 - 2:14 (90 min)
Period 7 - Class - 2:20 - 2:35 (15 min)

DAY#3 - Friday, Dec 21

Period 4 - EXAM - 7:45 - 9:15 (90 min)
Period 7 - EXAM - 9:21 - 10:51 (90 min)
Dismissal - 10:51 AM

Spartana
January 2019 | Issue
DIST No. 5
1053

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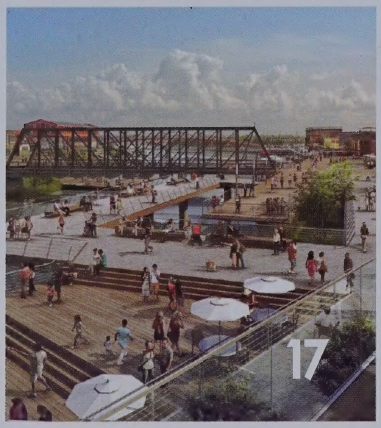

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spread design by Lisa Chen

Letters from the Editors

Hey Spartans! We hope you all had a fantastic winter break and are off to a strong start second semester. After our last issue, we received many positive comments of feedback about our published cookie recipes and are glad you all enjoyed them.

The first day of second semester yielded many complaints from upperclassmen about the difficulties in parking due to the rise in sophomore drivers after winter break. In this issue, we seeked to address that problem with our article about the school's parking lots and what to do if an accident occurs. Furthermore, this semester has divided opinions among the school on the effects of eLearning. For the first time since eLearning has been implemented in the SACS district, school was cancelled four days in a row. In our article discussing the polar vortex and its effects, we gathered feedback from students and commentary from administration.

In this issue, we sought to build a focus on school itself. From the tardy policy to dual credit versus AP courses, we want to inform students about their options throughout their high school career. We believe that it is important to thoroughly evaluate certain options before pursuing them. Thus, we will also evaluate the addition of a fall break into the SACS calendar in the 2020-2021 school year and beyond. Additionally, we believe that it is important to evaluate options other school districts are implementing. Recently, published reports have detailed the benefits of starting school at a later time. We gathered student and administration feedback and hope more students form their own opinions on this subject after reading our article.

On a lighter note, we also feature downtown Fort Wayne's future new look, the girls' swim and boys' basketball teams, and the J-List.

As our last semester of high school is well under way, we hope to leave an impact on Homestead, improving ourselves and the school for the future.

As always, share your opinions with us and have a good second semester Spartans!

Sincerely,

Spartana Editors-In Chief

Lisa Chen, Lauren Berta

Homestead High School College and Career Fair

For answers to questions about life after high school

Monday, March 4, 2019
6:00 pm to 7:30 pm

Homestead anticipates over 80 four-year universities, two-year colleges, and vocational schools located throughout the United States to be in attendance. The program is open to the public. There is no admission charge.

Spartana Staff

Editors-In-Chief
Lauren Berta
Lisa Chen

Online Editor
June Hill

Copy Editor
Mikayla Havison

Design Editor
Emmalyn Meyer

Writers
Julia Epling
Nathan Phuong
Matthew Quintos
Hafsa Ibrahim
Keely Groholski

Advisor
Terri Nowak

Contact Us

Wesbite
hhsspartana.com

Email
thespartana@gmail.com

Twitter
@TheSpartana

Instagram
hhs_spartana

The Old "New"

CLASSIC MOVIES REBORN, RETOLD AND REWATCHED

MIKAYLA HAVISON

Copy Editor

It is Feb. 15, 1950. The theater is dark and hushed, and the audience waits in anticipation as the starting credits role. As the movie progress and Cinderella is reunited with her prince, the viewers become teary eyed, reflecting on the challenges of finding true love.

Flash forward 65 years and the theater is crowded again. The audience sits in awe and watches Cinderella find love. The only difference: it's in live action and the audience already knows the ending.

Recently, the theaters have been ringing with familiar titles. From "Cinderella" to "Beauty and the Beast", from "Jungle Book" to" Mary Poppins", the concept of remaking classic Disney films has become a popular trend; however, this has caused movie viewers to wonder if there are any original stories left to tell.

Although recent movie remakes have included slight plot twists, changes in cinematography, alterations in the demographics of the casts and other modernizations, the basic plots, settings and characters have remained untouched, something that is becoming concerning to movie viewers.

Despite skepticism over the originality of new movies, the box offices have been busy. The "Jungle Book" live-action movie, released in 2016 made $1.01 billion and other live-action remakes have followed suit.

Additionally, movie makers have been using several tactics to attempt to tell or expand on classic stories in new ways.

The new Mary Poppins movie, "Mary Poppins Returns", takes the classic story 20 years into the future, and other movies have had similar aspirations.

Netflix's "Mowgli: Legend of the Jungle" takes a different spin on the disney-adapted novel, attempting to focus on the character Mowgli himself and his relationships with humans.

Even with these adaptations, film critics are left wondering if the movie industry is making these changes only because they are running out of stories and not because they capture imagination of their audiences.

Disney especially has gotten to a point in their movie making where they have a litany of classic, well-loved characters. This has become advantageous for the company, as fans flock to any new film that references any one of their iconic characters.

In addition to the usage of iconic characters, Disney and other movie producers have added already established modern actors and celebrities to draw in some of the more reluctant crowd members.

A prime example of this strategy was Disney's "Beauty and the Beast," where Emma Watson starred as the well-known character of Belle. Despite having little to no singing experience on film, Watson drew in an entire demographic of fans, in addition to the already loyal disney fans. This was made prevalent, as the movie made $1.264 billion in the box offices, which was more than the original movie made upon release in 1991.

As a result of the immense amount of success seen with redoing or adding on to their classic films, Disney has several more planned for the future. Other brands have also taken their own spin on the original stories, that Disney made recognizable.

With all the hustle and bustle over bringing back the original stories, it has become vital for audiences to consider whether the movies pack any originality or if they are merely cash cows, that have developed into a pop culture:

CINDERELLA

Upon its release date in 2015, Disney's live-action "Cinderella," one of the first and most prominent live-action remakes, was praised for being "refreshingly traditional," and may have been worthy of such compliments.

The story, like the original movie tells the tale of young Ella, whose mother passed away, leaving her a message of the importance of remembering to always be kind. When her father too passes away, Ella is left with her abusive step mother and step sisters who treat her with cruelty, nicknaming her Cinderella. Unlike the original story, the movie also provides insight on the backstory of prince charming, also known as Kit in the movie, who is forced by his father to find a princess to marry, despite falling in love with a mysterious girl he met in the woods.

Similar to the original movie, the producers placed a large emphasis on the characterization of Cinderella; however, they also drew attention to the characterization of the prince, which may have been as much a social statement, as it was a plot point.

Although the movie creators did a decent job with the characterization, they still fell a bit short of obtaining the character quality of Cinderella in the original film. In the 1950 version, Cinderella is undoubtedly kind; however, she still reflects having discontentment with her life and a zest for more, whereas the more modern Cinderella is characterized as being naive and unnecessary, sentimental connections to the past.

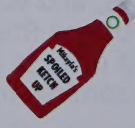
Additionally, the small adjustments in character and the relationship between Cinderella and the prince were not enough to warrant the movie as original.

The usage of a real cast, mixed with CGI was impressively put together, but did little to change the story. This choice to remain true to the story did not necessarily hinder the magic of the tale and accompanied with CGI, rather reinstoked Disney traditions of wonder, magic and excitement.

The acting was nothing special, but did do a sufficient job for the most part, expressing the lessons of the original film.

Disney's choice to return to its origins was certainly wise in this instance and was refreshing, as the true plot had not been referenced for 65 years and came as a pleasant surprise to moviegoers who were not expecting a story that so closely mirrored the original.

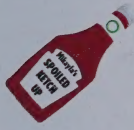
All in all, director Kenneth Branagh, created a beautiful image of "Cinderella" and only grew the world's love for the story of the power of kindness in the face of adversary.



87%

spread design by Mikayla Havison

MOWGLI: LEGEND OF THE JUNGLE



11%

Since the original Disney release of "The Jungle Book" in 1967, the story of young Mowgli, an orphan boy who survives in the jungle with the help of the animals who adopt them, has become one of the most beloved stories of all time.

Although more than 15 versions of the tale have been released over the years and in 2018, Disney did a live-action version of their original film, versions on the story are continuing to be made. Most recently, Netflix released their version, "Mowgli: Legend of the Jungle" this year.

Similar to the original movie, "Mowgli: Legend of the Jungle" also tells the tale of Mowgli; however, it places more emphasis on Mowgli's internal conflict over if he is really human, or rather a stronger part of the animals who took care of him after his parents were slaughtered by the tiger, Shere Khan.

Despite being associated with a truly cute original story, "Mowgli: Legend of the Jungle" did not fall into the category of feel-good movies.

Unlike the original, G-rated movie, "Mowgli: Legend of the Jungle" was rated PG-13 and for good reason. The movie was surprisingly gruesome for having a young child for the main character and featured a few dark, bloody moments not appropriate for children.

Even though the movie had several dark scenes and did not have dancing or singing, it still lacked any depth whatsoever, causing it be quite boring for an older audience, including adolescents.

The objective of the movie was to tell the "real" story of Mowgli; however, the movie-makers didn't seem to have a story in mind, as they danced about the concept of originality, while still trying to incorporate all the characters from the original movie, without purpose.

It seemed at times, the movie was trying to reflect the evil in human society, but the presence of Shere Khan alongside the human enemies generated confusion over the intended message of the movie and the ending was certainly questionable.

Rather than reflecting Mowgli's internal growth, the director, Andy Serkis only painted an image of the character's downward spiral into revenge and disconnect with others, both human and not human, leaving audiences confused and dissatisfied, all while creating nothing original.

If the movie had been released at a date farther away from Disney's spectacular live-action film, it may have seemed less like a horrible knock-off; however, the timing and disastrous qualities made it a movie not worth seeing.

Although "Mowgli: Legend of the Jungle" had several redeeming qualities, such as relatively strong animations, it was still an overall mess that should not be wished upon any movie enthusiast.

MARRY POPPINS RETURNS

As one of the most highly anticipated movies of the year, "Mary Poppins Returns," released on Dec. 19, was somewhat of a disappointment. Although not technically a remake, the movie strongly mirrored the original, but took the story 20 years into the future.

After the bank decides to repossess the home of Michael Banks, one of the children from the original movie who is now an adult in the story, him and his three children have a matter of days to find a certificate of shares that will grant them enough money to keep their home.

As a result of their father's sudden frustration, lack of person to watch over them and a strange incident involving a kite, the unaged Mary Poppins returns to watch over the three Banks children, John, Annabelle and Georgie, providing them with lessons.

Like the original film, the movie contains an immense amount of song and dance, which was quite pleasing for many viewers who enjoyed this iconic aspect of the original.

In fact, the movie had quite a few similarities to the original... quite possibly too many similarities.

One of the most notable attributes of the film was the immense number of parallels drawn to the original, that were unnecessary and caused the story to be almost identical to the first movie.

For instance, the well-known chimney sweeps were turned into "leerys," who lit the lights of London, rather than clearing chimneys. This was also the case with the popular kites, which were turned into balloons for unknown reasons.

The movie also featured a mostly animated scene, which was well-done; however, also seemed to too closely mimic, rather than simply reflect on the magic and mystery of the original movie.

Additionally, a lot of excitement seemed to revolve around members of the cast, rather than the characters themselves. One such actor that had many excited to see the movie was Lin Manuel Miranda, known for his work in other Disney films as well as the beloved musical, Hamilton.

In the movie, Miranda played the role of Jack, a humble leery who accompanies Poppins and the children on their journeys and pursues a romance with Michael Banks' sister, Jane. Although Miranda played the role well, it was not his best work and he seemed a bit distant from the character he was attempting to portray.

Despite some of its downfalls, the movie had some admirable traits as well. The movie did have quite a few original songs, which was pleasing to fans, as well as brought back Dick Van Dyke, one of the most well-loved members of the original cast.

In total, "Mary Poppins Returns" was by no means a failure. It did have shortcomings in originality, which was frustrating as it was a sequel; however, it was still entertaining and imaginative, like the original story.

62%

SEE MORE ABOUT UPCOMING REMAKES AND SPOILED KETCHUP POINTS AT HHSSPARTANA.COM

Six Minutes

JULIA EPLING
writer

Students debate about six minute hallway time

As soon as the bell rings, you rush out the door to get to your next class, weaving your way through other students in what seems to be a never ending walk from the freshman academy to the front of the building - all in six minutes. Sound familiar?

Many students take that walk everyday, and according to a *Spartana* survey, 43.2% (57/132) of surveyed students report they have trouble making it to class on time.

The current handbook gives students six minutes to walk between classes, something that Alyssa Braman, freshman student counselor, thinks is okay; however she does recognize students sometimes struggle to get to class on time.

"I realize that it's a really long walk, that students run into traffic jams, and sometimes they can't control that, or if a teacher holds them over," Braman said.

While Braman "doesn't want students to think that she thinks it's easy," she does tell students they have to "book it" if they're traveling far.

Ellie Lamont (10) has a long walk between a few of her classes in the morning. "I start from Mr. Ankenbruck's room, then I go upstairs to Mrs. Bogdonanwicz's room, and then I go back to the freshman academy to Mr. Middleton's."

Lamont thinks the passing period should be expanded because of her experience this year.

"Even if it was expanded just one more minute it would help," Lamont said.

Braman also suggests students "become familiar with the side hallways" if they're walking a long distance.

"Because so many students resort to [the main hallway] those are the areas that become the most congested...even though, distance-wise [the side hallways] may be longer, students may be able to navigate those faster," Braman, said.

Lamont agrees with this and says "the first week of school I was taking main hallways and I would barely get to class on time but then I started taking the back hallways and I... would get there pretty fast."

The current tardy policy allows students to get four tardies with no consequence. In addition to having no consequences, students are spoken to on their third and fourth tardies about how they can improve their hallway time to prevent further tardies.

Although Lamont has to walk a long distance between classes, she has never gotten a tardy.

"I've never had a tardy [because] if I ever get close to getting [one], I start sprinting," Lamont, said.

Braman supports the tardy policy because of the "number of warnings."

"By the time they get their fifth tardy it's not a surprise; they're informed of the consequences and they've already been working through how to improve it," Braman, said.

In the *Spartana* survey about the tardy policy and travel times, 54% (71/132) of students report they take both the side hallways and main hallway when traveling a farther distance. Along with that, 57% (75/132) of students take the main hallway the most no matter the distance.

While some students are tardy because of the busy hallways or being held over, many students also take care of their business during passing periods and go out of their direct route to see friends.

Even so, the surveyed students do not feel this affects tardies. 68% (90/132) of students who have received a tardy report they received a tardy because they couldn't get to class on time, not because they chose to do something that took time away from traveling to class.

"Sometimes [I'll go out of my way] but I never really get the time to talk to anyone...it depends on if our schedules collide," Lamont said.

In the survey several students responded that the hallways are too crowded and others don't walk fast enough in front of those who are in a hurry to get to their long-distance classes. A few students also feel the hallways are too narrow for the number of students.

When Braman talks to students with tardies and a long commute she'll ask them, "does your teacher realize you're coming from this classroom?"

She enforces that "the best thing [students] can do is communicate with their teachers...so they can be aware."

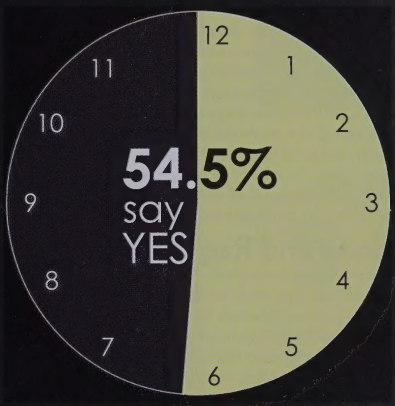
spread design by Julia Epling

TARDIES by the NUMBERS

132 students surveyed

56.8% take the main hallway
THE MOST DURING THE PASSING PERIODS
*32.6% take the side hallways**

Do you ever ever go
OUT OF YOUR
direct route when going to class?



THE **SAME**
PERCENTAGE OF ***STUDENTS***
THAT TAKE THE
MAIN HALLWAY THE MOST
ALSO TAKE ALL HALLWAYS
EQUALLY AS MUCH WHEN
TRAVELING A LONG DISTANCE

STEPS BETWEEN TWO CLASSES

130 from rooms 622 to 116
530 from rooms 116 to 916
645 from rooms 916 to 200

PERCENT OF STUDENTS *HAVE PROBLEMS* MAKING IT TO CLASS ON TIME

43.2%

what students do when
they arrive to class early

TALK TO FRIENDS
CHECK THEIR EMAIL
WAIT
PREPARE FOR CLASS
CHECK CANVAS
TALK TO THEIR TEACHER
USE THE BATHROOM

*10.6 reported a combination of paths

How to Make the Most of High School

A guide to Dual Credit and AP classes - which is best for you?

EMMALYN MEYER
Design Editor

As the deadlines for next year's class schedules are approaching quickly, freshmen, sophomores and juniors planning to attend college are considering which classes they can take that will give them college credit while still at Homestead. Dual Credit and Advanced Placement are the two most common ways for high schoolers to earn college credit; however, many of the students the classes are designed for are confused about which option is best for them. If this statement applies to you, don't worry - there is still hope for you (and, if you feel you've made the wrong choice after a week of school, you can just drop the class or level down). Here's a great comparison of AP vs. Dual Credit classes.

Workload and Requirements

First, there is the workload of the class, as well as the requirements to be in the college and high school class.

The AP curriculum is rigorous for every class, as it prepares students to take a lengthy national exam at the end of May. While the exam is not necessarily needed to pass the class, it is the student's ticket to getting college credit. On the topic of requirements and prerequisites, though, there aren't many; you may have to be enrolled in a certain math or english class, but there are no specific test scores you must have to take an AP class.

The Dual Credit class workload ultimately depends on the class and its teacher. Often, they are a replacement for an honors class, so they would have about the same amount of work as an honors class in the same subject. Obtaining college credit may be more difficult, though: the student must earn a C- or above in order to do so. Qualifying for dual credit classes can be time-consuming as well, as they require specific PSAT scores; if those PSAT scores have not been attained, the student must take the AccuPlacer test.

Transferability

Another subject that can be a big deciding factor in a student's choice in taking AP or Dual Credit courses is the transferability of the credits - in other words, will the college credits students earn be accepted at the college they attend?

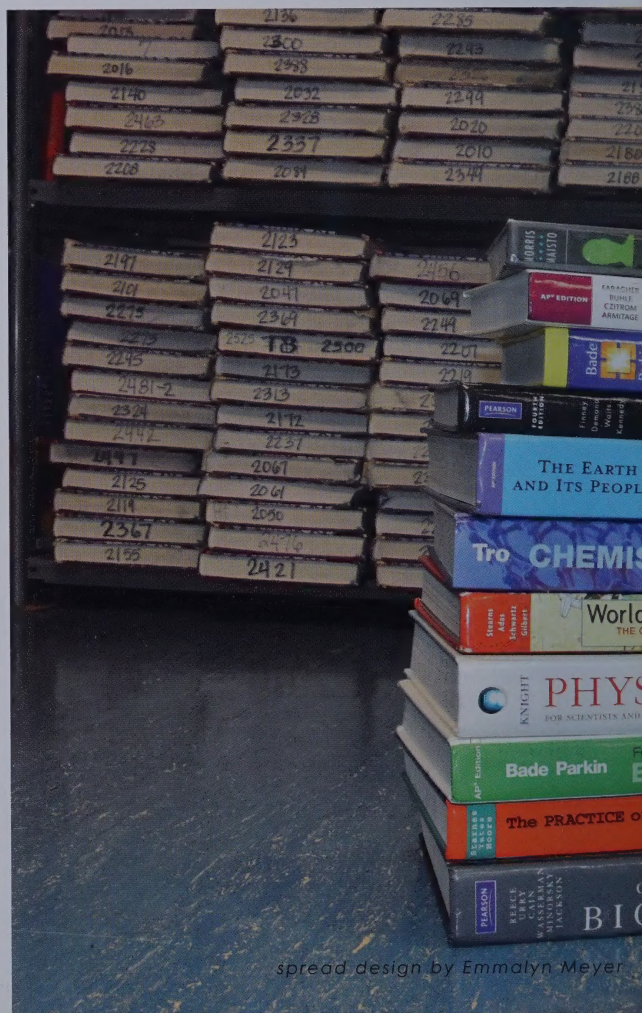
AP courses generally have a higher guarantee of transferability as long as you earn a high enough score on the national exam. The exam is scored out of five points, and while it's up to the college what score is acceptable, a four is generally adequate. Many in-state public colleges will even take a three. The answer to transferability is, in many cases, something that applies to different college. If you have a college in mind (or if you don't) look at what specific universities' policies are on AP classes.

Dual Credit often has a "no guarantee of transferability" policy at Homestead. Many students overlook the benefits of taking Dual Credit classes because they fear their credits will not transfer when they enroll in college, especially if they plan to attend an out-of-state university. As with AP, the solution is often to look at specific universities' policies are for Dual Credit. While most or all states have courses that give high school students college credit, they may have different methods of doing so.

However, Indiana legislation created the Core Transfer Library in 2012 so that high school students in Indiana could trust their college credits would count.

"In 2012, Indiana legislation required all public colleges and universities in the state of Indiana to create a list of courses that they would all accept from each other, so that Indiana students could take a university course at any public Indiana college or through Dual Credit at any Indiana high school and know that the class would count, no matter what public in-state college they would eventually attend," Susan Summers, assistant principal, said. "Almost all of Homestead's Dual Credit classes are on that list."

Summers' best advice for students is to browse the contents of the CTL and to work with any colleges they are considering about their dual credit policies. There are some out-of-state public colleges and in-state private colleges that have taken Homestead Dual Credit in the past.



spread design by Emmalyn Meyer

"It is important for students and their families to work with the out-of-state and private colleges they are considering applying to... so that they can know exactly what credits are accepted at those schools," Summers said. "Making a phone call to out of state and private college admission offices is also an easy way to learn about their transfer policies."

Cost

Lastly, since the main reason students take Dual Credit and AP classes while still in high school is to avoid the steep expenses of the same courses in college, the cost of these high school classes is a large concern.

Because AP credits are earned based on the end-of-year national exam, the high school class itself is free; however, for the exception of the math and science exams, the exam costs ninety dollars.

Dual credit, on the other hand, can either be entirely free or cost about $100. It depends on the class you take. Academic classes are often free, but visual and performing arts tend to be more expensive.

Thanks to the Dual Credit and AP course options at Homestead, students saved three million tuition dollars last year, according to Summers. All the students who plan to attend college should keep their options open and think about the best way to save money.

(below) A student stands next to several AP textbooks. Students in AP classes can accumulate many books, and if their classes do not have e-books, they have to carry them around all day.

PHOTO BY EMMALYN MEYER

4800
Dual Credit classes taken at HHS

1000
AP exams to be given in May at HHS

20
Teachers certified to teach AP classes at HHS

50
Teachers certified to teach Dual Credit classes at HHS

50
Million tuition dollars saved by Indiana students taking AP & DC in 2017-2018

3
Million tuition dollars saved by Homestead students taking AP & DC in 2017-2018

Humans of **Homestead**

EMMALYN MEYER
Design Editor

PHOTO COURTESY OF NOLAN NORTH

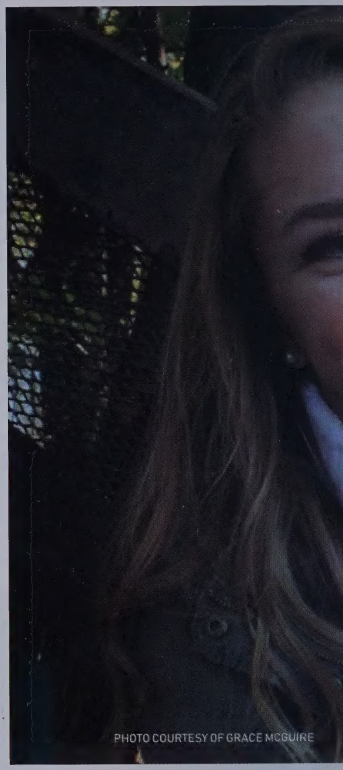


PHOTO COURTESY OF GRACE MCGUIRE

PHOTO COURTESY OF ELI MACDONALD

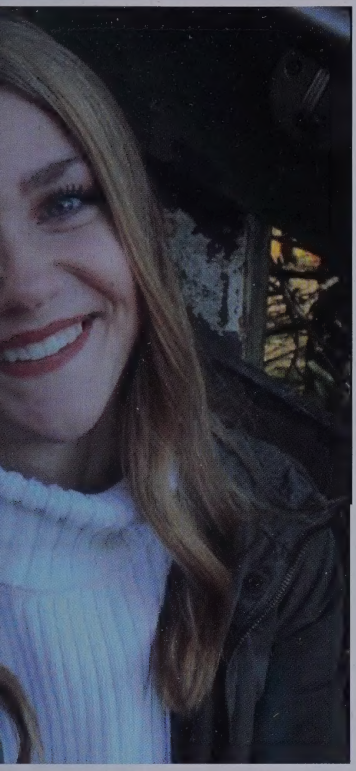
Nolan North, Junior

I think a very good way to describe my outlook on life is a quote from Jim Morrison: "I consider myself a sensitive, intelligent human being with the soul of a clown that forces me to blow it at the most crucial moments." I try to view things as a big picture and I like to do my best. I like helping other people; I'm more worried about what other people's problems are and that makes you feel better about yourself. I love giving advice. I try not to make too many plans, because they too often change. I just want to not lose sense of humanity. I want to stay down to Earth as much as possible. I'd hate to be a grumpy old person when I grow up.

Eli MacDonald, Junior

Sometimes, we're reading in English class, but I'll be staring off into space and not thinking about it, but I'm supposed to be reading aloud. One time, we just sat there for thirty seconds in silence, with no one saying anything. And then I realized that I was supposed to be reading. That was embarrassing. It was this year, too, in English Lit.

spread design by Emmalyn Meyer



Grace McGuire, Senior

I won the "Daughters of the American Revolution" scholarship, and I feel honored. Basically, the scholarship looks for a student who demonstrates dependability, service, leadership, and patriotism. After applying for it, which was answering a couple of questions, writing an essay, and providing a resume, I was chosen to represent Homestead at the next level. At this "next level", I had to complete a timed essay by answering a prompt they gave me and sending it into the DAR. Then, my essay would be in competition with all of the other essays from students representing other high schools in Fort Wayne. Because of this, I went to a ceremony at the ACPL downtown to give a speech and represent Homestead. I did not win at the next level, but it was an amazing experience. I found out about it from the scholarship listings on Homestead's webpage. Winning the award makes me feel truly honored.

Amber Austin, Sophomore

I'm really passionate about being a doctor, and I want to be a chronic pain specialist. I think about that every day, and I try to plan out what college I'm going to, what medical school I'm going to and what steps I need to take to be a doctor. I shadow my parents sometimes; I also reach out to schools to see what their program is like and what I should major in. As a kid, I always wanted to be an anesthesiologist, because that's what my dad does, but now he does chronic pain management, so I want to do that. Basketball has given me a lot of happiness. I love everyone on the basketball team here, so it's really fun. My biggest achievement is making the varsity team as a freshman. I want to see if I can get an opportunity for a college that gives me an equal mixture of both a basketball and a medical degree.

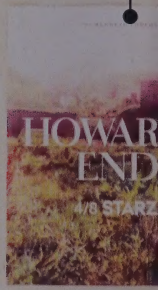
PHOTO COURTESY OF AMBER AUSTIN

The J List

Welcome to The J List!
This is really just a bunch of things I (June) have been loving recently and want to recommend to you. I hope you enjoy!
P.S rember to send in a question to my "advice" column.
mailto: june.hill@students.sacs.k12.in.us

Howard's End

This delightful drama focuses on the turbulent relationship between two English families in London in the early 1900s. The costumes are so detailed, the acting is emotional and the sets are Pinterest worthy. The plot it is similar to *Downton Abbey*, but more relaxed without losing any of it's interest. I recommend cozying up with a spot of tea and binging it.
Available on Amazon Prime



Splendor

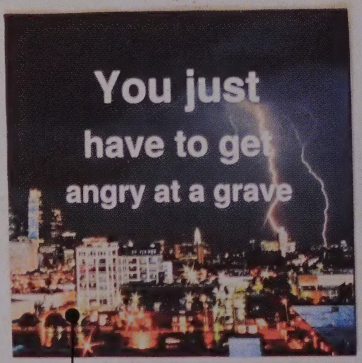
Let's just say I am more than a little competitive when it comes to Splendor. It is a 2-4 person game and only takes half an hour to play. The goal is to be the first player to score 15+ points by collecting gems, and there is a lot of strategy that goes into it. If you ever want to lose at Splendor, I am willing to play it with you.
$35.99 from Amazon

A Good Pen

Ballpoint pens are the bane of my existence, but the Pilot Precise V7 is one I can get behind. Mrs. Jones gave all her art students one last year and I have been using it ever since (not for drawing though - that was a bust). It has a nice weight to it, writes smoothly and won't bleed through the page. I guarantee it will improve your in-class, timed writing experience.
$13.00 from Amazon

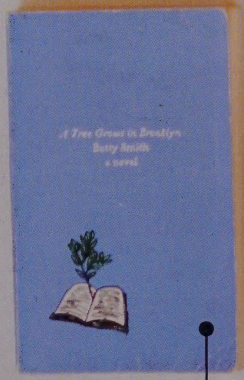
InspiroBot

If you ever need some inspiration, head straight to InspiroBot. It's basically this bot that generates inspirational quotes and pairs it with what it thinks is a matching background. One of my favorites is this catchy saying: "Pray for venomous snakes." It's a great use of time.
https://inspirobot.me/



Reading in General

So, I loved *A Tree Grows in Brooklyn*, but that's not the point. I am one of the dwindling number of teens who still reads for fun. It makes me relaxed and it is exciting to dive into a literary world for an hour or two. I highly recommend *We Were Liars* by E. Lockhart, there is a crazy plot twist at the end. So please go pick up a book, it might even make you *smarter* or more *interesting*.



Journaling

I keep a journal just because it's nice to record the non monotonous moments of my life. This thing is full of anything I deem strange enough to copy down, because I know I won't remember it later. I guess I journal as a way to handle stress too.

spread design by June Hill

Sparkling ICE

These fruity and flavorful sparkling waters have helped me power through many painful afternoons of homework. Cherry Limeade is probably my favorite; however, they are all pretty darn good.
$1.00 at Kroger

Burt's Bees

This chapstick is one of the three things I would take to a desert island. I probably wouldn't last very long, but I wouldn't have chapped lips when I died!
$4.99 from Target

Nalgene

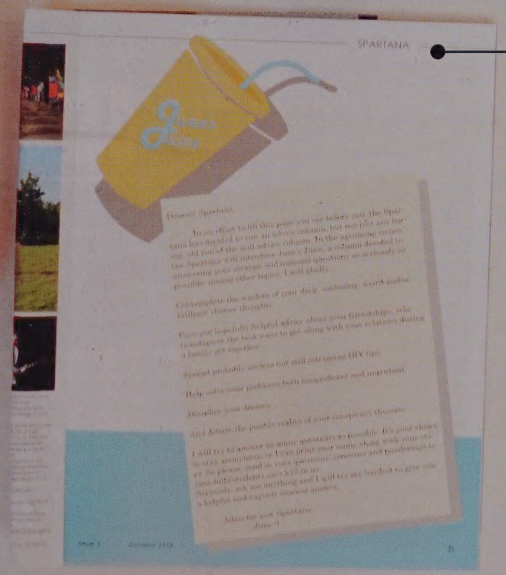
I try to live by my summer camp's favorite saying: "Hydrate to stay great!" I carry a Nalgene around - it is a 32oz bottle, so it's enough water for the whole day (plus, it has plenty of surface area for stickers). Also, I get to feel like I'm saving the environment by not using a plastic bottle.
$10.49 at Target

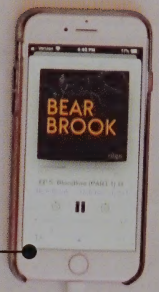
Sleep

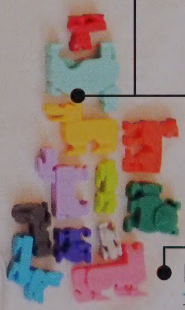
Okay, so I might sound like a mom, but sleep is so important. Believe it or not, teenagers need 8 hours of sleep, and cannot, in fact, be productive human beings when supplementing Starbucks for rest. Yes I know homework is the sleep killer, but if you start your work right when you get home then you have the rest of the night to relax. If you are one of those people who does start it the second you get home and doesn't finish until 2:00 am, I give you my sympathies and applaud your brains.

June's Juice

Do you ever have a weird question or thought that you don't know what the heck to do with? Please send it to me! You could even give me a crazy dream to analyze. I promise to give you as serious a response as is warranted by your submission. Your questions will be published in the next Spartana!
mailto: june.hill@students.sacs.k12.in.us







Dog Pile

In this game, you have to fit dogs together like puzzle pieces to complete a card. It's harder than it looks and is a great way to spend time when you are waiting for your food at a restaurant. I am atrociously bad at these mini puzzles, but I see them as a refreshing challenge.
$14.97 from Amazon

Braces wax

This is a weird one, but I just recently got braces and I have been going through a lot of wax. I picked up this CVS brand one, and it's much softer and easier to use than the kind my orthodontist gave me. It also has a refreshing minty taste.
$3.00 for a two pack at CVS

Bear Brook Podcast

This murder mystery podcast follows the true story about four bodies found in Bear Brook State Park. As the investigators try to identify the victims, they discover more murders and missing persons cases that all connect back to the Bear Brook case. It's such a gripping and horrifying story, you won't want to stop listening.
Available on the Apple podcast app and Overcast

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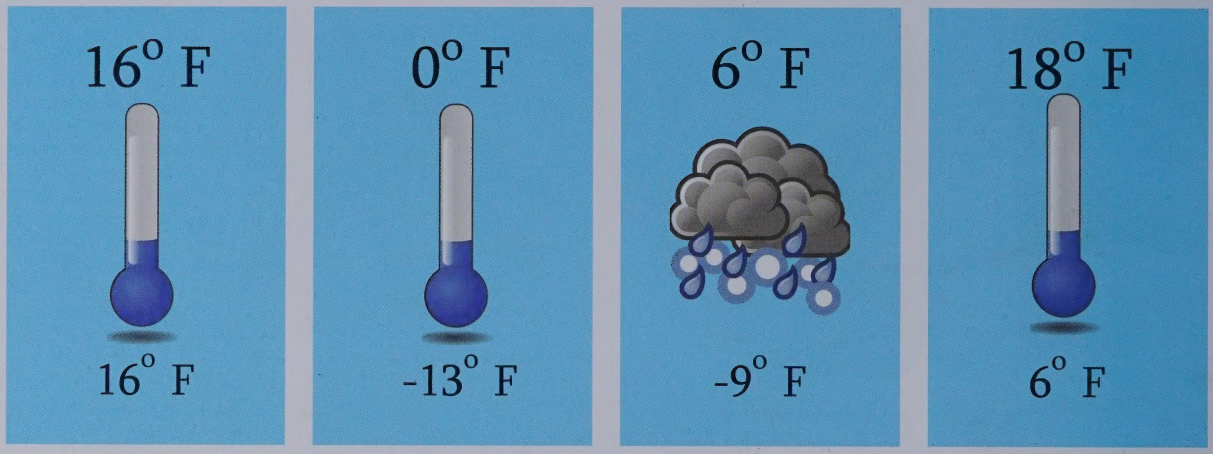


Polar vortex leads to four e-learning days

MIKAYLA HAVISON

Copy Editor

Polar vortex: the two words that ended Fort Wayne's mellow winter and replaced it with aggressive temperatures, sheets of ice and layers of snow. With temperatures so cold boiled water would freeze in air, the district had to close and students were left with work to do from home.

Since the snowstorm of 2014, which was also accompanied by cold temperatures, the school district has adopted e-learning, a program which allows students and staff to do work from home during cancellations, rather than have to attend school more days into the summer.

Although e-learning has become the norm on cancellations, beginning on Jan. 29, the district had four e-learning days in a row, an unprecedented number that can be accredited to the polar vortex.

Many students enjoyed having the four days off to sleep in, get caught up on work and spend the day in the comfort of their home.

"I really like it because I learn best when working at my own pace and it especially helps because my teachers are so helpful and give clear instructions and good work," Isabelle Swartz(10) said.

Students also enjoyed being able to choose their schedule and take time for themselves.

"I was able to sleep in until noon and stay up until four in the morning getting classwork done. It just made me feel so alive," Maya Hans (9) said.

Despite many students enjoying the break from the sometimes rigorous school schedule, others did not take part in the excitement over the cancellations.

"It's horrible and I wish we would be at school," Teegan Trolio (10) said. "I don't like it because my effort has gone down every day."

Students also disliked the four days of e-learning because of the responsibilities that seemed to pile up.

"It's hard doing e-learning days because I have to focus on my stuff and help my little brother," said Ashley Fitch(10).

Even with complaints about having four e-learning days in a row, instead of having the day off completely on the fourth day, many people were satisfied with the district's decision.

"I think Homestead handled it really well, but I think we could have still gone to school (on the fourth day)," Eleanor Hans (12) said. "Even when we didn't have school people were still going out places."

Phil Downs, superintendent, sent an email to parents explaining his reasoning for the fourth e-learning day.

"Rather than extend the issues caused by this storm, one more day of e-learning gets us to the weekend and allows us to start fresh on Monday," Downs said in the email to parents and students.

Additionally, people were wondering the reasoning behind cancelling school at all.

"I was hoping to be able to go to school, but icy additions, diesel fuel gelling up, and the prospect of 2-4 inches of snow (Thursday night, made) the situation unsafe," Downs said on Jan.31, after cancelling schoolfor Feb.1.

When students finished their e-learning each day, some of which was posted the night before because of the district's early cancellations, they had some time to experience the rigid temperatures of the polar vortex.

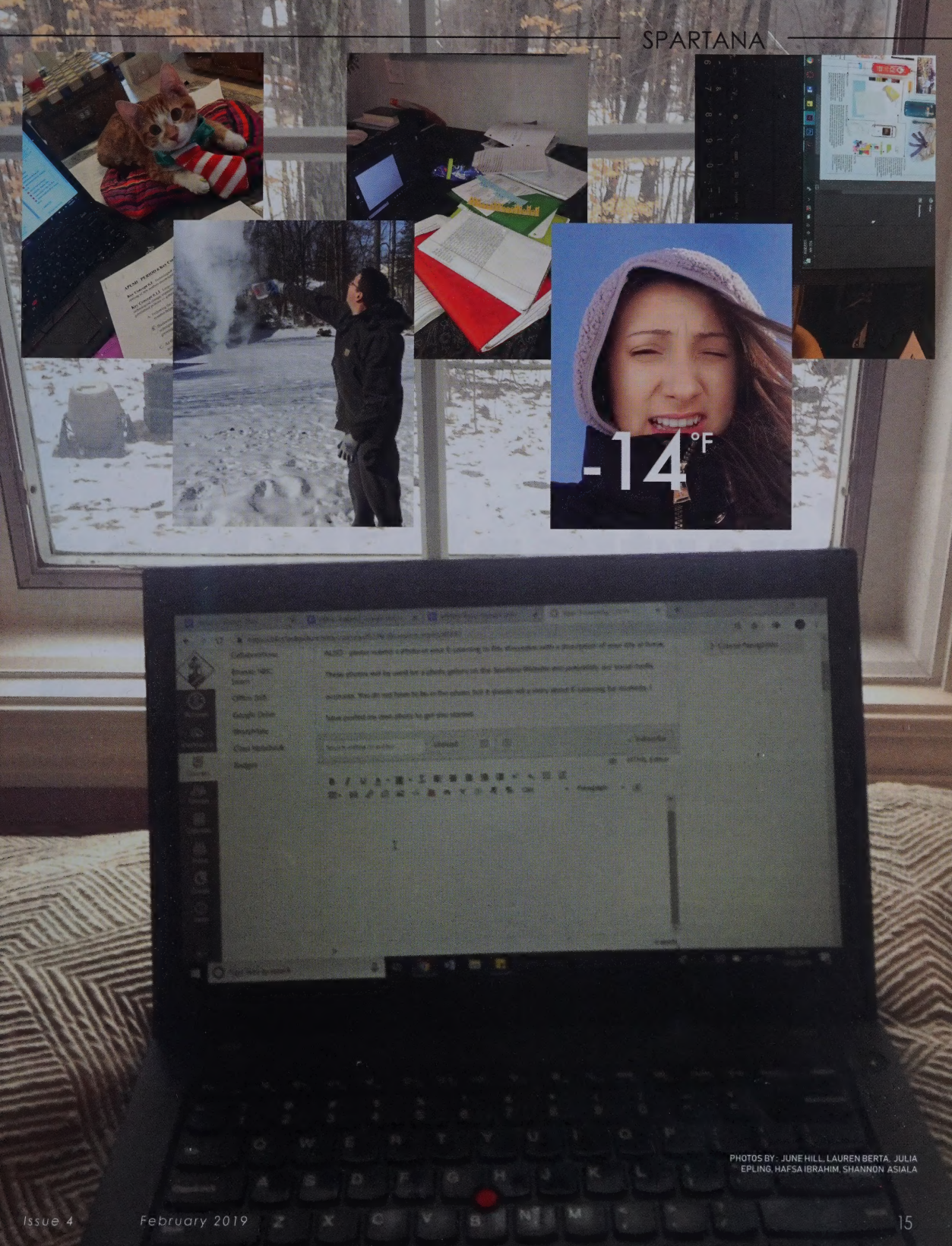
"I bought snow clothes for my dog so that she wouldn't freeze," Anna Denice (9) said.

Denice was not the only student to spend some quality time with her pets during the polar vortex.

"I made boots for my dog because her feet got cold in the snow, she hates the boots," Katie Walther (11) said.

The polar vortex may have frozen the city of Fort Wayne, but it did not freeze the district's goal of allowing students to continue their learning or the students' desire to enjoy some time at home.

spread design by Mikayla Havison



PHOTOS BY: JUNE HILL, LAUREN BERTA, JULIA EPLING, HAFSA IBRAHIM, SHANNON ASIALA

Riverfront Reborn

MATTHEW QUINTOS

WRITER

The Fort Wayne Riverfront is an exciting new attraction coming to downtown Fort Wayne this summer. Downtown Fort Wayne is located near the convergence of the St. Mary's, the St. Joseph, and the Maumee Rivers.

With the financial backing of the Legacy Fund, Mayor Tom Henry began soliciting ideas from residents through surveys, events and presentations on how to best utilize the funds for community development. Through the public input, Mayor Tom Henry acknowledged the strong desire of residents for the development of the Riverfront.

Because of this unique geographical occurence and the close proximity of the urban areas of Fort Wayne, residents requested that money from the Legacy Fund be used for development of the Fort Wayne Riverfront.

The Riverfront will be undergoing construction in three main phases. Phase I will include Promenade Park, a twenty million dollar public park that will include a large pavilion, tree canopy trail, amphitheatre, bandshell, dining gardens, promenade, entryway sculpture, water fountain, kids' canal, boating docks and ramps, a children's play area and more. The pavillion will house year-round events and can hold 150 people sitting down or up to 300 people standing up when the large doors are opened up.

According to Al Moll, Executive Director of Parks and Recreation, Phase II and Phase III of the Riverfront are planned to extend to the east and west of Promenade Park.

While enhancing the Riverfront for the public is a major goal of this project, the city hopes to also foster private investment. David Rubin Land Collective, the architecture and design firm that the city has hired for the Riverfront, began their 12 month plan for Phases I and II of the Riverfront.

According to a Riverfront Fort Wayne press release, "...engineers, architects, planners and economists will work for the next 12 months to deliver three items: a comprehensive riverfront neighborhood master plan, analysis and recommendations for infrastructure to serve new private development and manage the floodway, and schematic designs and construction documents for further public improvements along the river's' edge."

Current cost estimates for all three stages of the Riverfront are estimated at 75 million dollars.

Homestead students are optimistic about the future of the Riverfront and are excited to experience the Riverfront this summer.

"I hope the city will be able to make it apply to different audiences because it seems like most of the attractions in the city are meant for an older populace," Elyssa Huff (10) said. "I hope the Riverfront will breathe some life into the city because the city isn't exactly known for having fun things to do."

Abby Smith would also like to see a variety of activities with the new Riverfront development.

"I would like to see an increase in different, unique restaurants and retail shops as it is this type of development that will create a sort of history and culture in Fort Wayne for years to come," Abby Smith (12) said.

Students Abby Smith and Elyssa Huff are both looking forward to what the future of Fort Wayne could hold.

"I think an increase of well-designed commercial-use space that is mixed among other residential and recreational sites is both the past and future of urban development, and I am very excited to see Fort Wayne taking steps in this direction" Abby Smith (12) said.

In total, although the Riverfront will cost the city a rather large sum of money, it will most certainly pay off for the community.

spread design by June Hill

Map of Riverfront

1. Lounge decks over and around water
2. Entertainment deck over water
3. Active deck with water feature
4. Series of plaza spaces along promenade
5. Historic Wells Street bridge pedestrian walkway
6. Pedestrian bridge linking
7. Headwaters Park to promenade and trails
8. Rest zones within landscape
9. Floating step deck and boat launch
   Headwaters junction

1. A digital rendering of the completed riverfront development project.
2. Construction workers pour concrete into molds for part of the boardwalk.
3. Workers excavate the site that has been covered in a dusting of snow overnight.

Photos retrieved from riverfrontfw.org

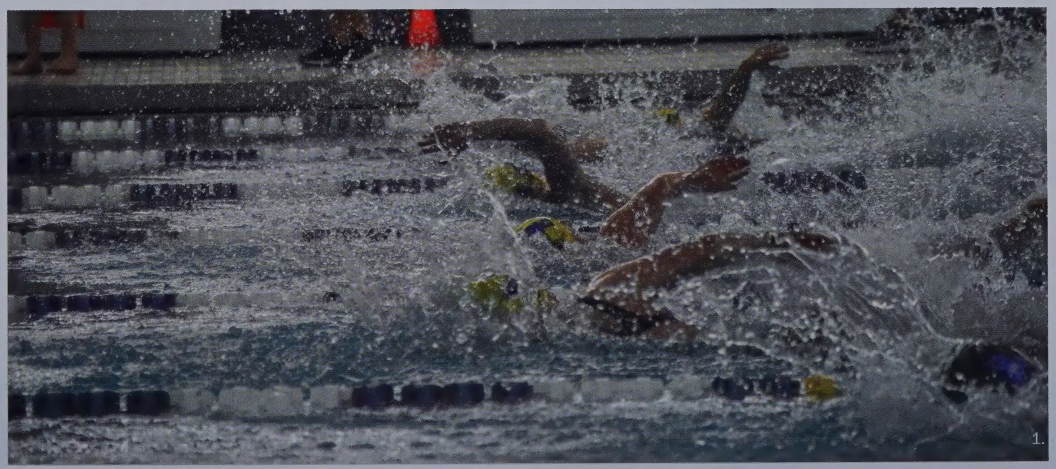
Swiming to State

JUNE HILL

Online Editor

The girls swimming and diving team has been hard to beat this season winning nearly all of their meets and placing seventh at the State competition, Saturday, Feb 9. There were many highlights from the state meet; Jackie Brenn (12) won the diving title for the second time in her high school career. Shelby Crist (12), Cora Walrond (10), Audrey Crowel (10) and Kyra Tonsil (9) placed third in the 200 meter medley relay with a time of 1 minute 44 seconds. Crist also placed fifth in the 200 meter backstroke, and Crowel placed sixth in the 400 meter freestyle. Crowel, Lily Kaiser (10), Halle Weaver (9) and Maggie Stock (10) placed sixth is the 400 meter freestyle relay, then Stock finished seventh in the 100 meter freestyle. There were many more strong swims like these at the state meet that helped win the team seventh place out of the eighty participating schools.

The swim and dive team put in hours and hours of hard work before and after school and it shows in their strong performance in the pool. However, the pool at Summit was not always been on their side, over Thanksgiving break the whole swim team had to swim in 60° water when their pool heater broke. After that first chilly swim, the team went to the Huntington pool until theirs could be repaired. Fortunately, the team was resilient and were able to take the freezing water in stride as they kept working towards their aquatic goals.



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photos by Ellie Denice

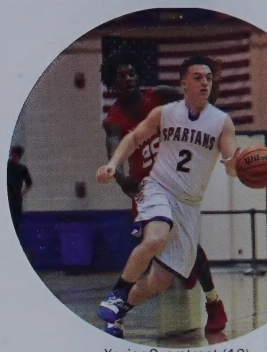
spread design and graphics by June Hill

1. Competitors race at the Fishers swim meet.
2. Macie Lindsay (12) dives off the block at the start of the 100 fly.
3. Isabella Guadnola (10) swims the 100 fly at Fishers.
4. Maya Hans (10) swims the 100 breaststroke at Fishers.
5. A Homestead swimmer surfaces for a breath of air at the Fishers meet.

Photos by Shelby Crist

Cole Strassburger (11)

Luke Goode (10)



Xavier Overstreet (12)

Shooting for

LISA CHEN
Co Editor-in-Chief

Even after losing more than three-quarters of last year's leading scorers, the boys' basketball team is off to an impressive season with an 14-2 record.

"We lost our top three scorers last year and we came in this year and no one thought we were going to be good," Xavier Overstreet (12) said.

Knowing that many teams and local high school sports analysts, such as Bounce, did not believe the team would be successful this year has only motivated the players.

"I think Homestead is the underdog every year but we use that as motivation to get better," Zak Krueger (11) said.

The team started the season with a surprise championship title at the SAC Holiday Tournament. Although most predicted that Snider would win, the team beat them in a 65-49 victory. In fact, for the first time since 1997, the same high school won the boys and girls holiday tournament. Much of the boys' success can not only be attributed to the players, but also Chris Johnson, head coach. Johnson recently won his 400th career high school basketball game, placing him among the winningest, current coaches in Indiana high school basketball.

"I think he's one of the best coaches in the state," Luke Goode (10) said. 'Everything he gives to us -- our game plans and practice days -- it all helps us to win and be a good team. He puts us in the position to win every time."

Johnson's experience has caused the team's practices to differ from other schools' in certain ways.

"Our practices are not as long as other schools'," Overstreet said. "We just stay focused for an hour and half. At practice, we just push each other to play hard every day."

Because the team's goals are clear, the players expect improvement at each practice.

"We work hard and know what's expected of us so we come in everyday knowing that we need to get better and do what Coach Johnson asks," Goode said.

Furthermore, each person's role on the team is clear, allowing for team success.

"It's just the way we buy into our roles as a team and we play our parts and it comes out as we win," Overstreet said.

This year, Krueger and Goode have stepped into leadership roles with both scoring double digits in most games.

"I have a bigger role this season. I'm more of a leader this year and I'm making the best of it so far," Krueger said.

Even though Goode is an underclassmen, he has transitioned into his role without problems. In fact, Goode's accomplishments have even landed him a Division I offer from the University of Iowa and he is being recruited by other schools as well.

"It's been different because last year I was a freshman coming in so I didn't really have much of a leadership role," Goode said. "This year I'll be in a new leadership role and my teammates have made it a lot easier on me because they're very good players."

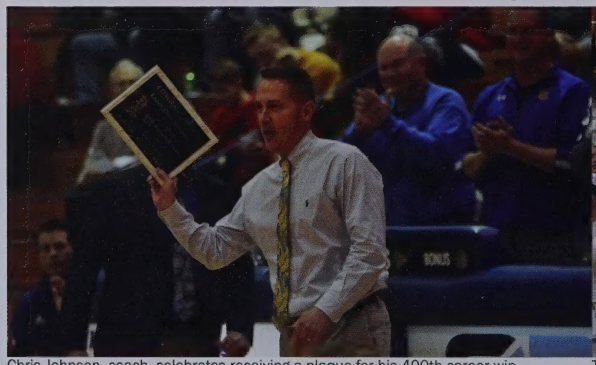
As a leader, the players have additional responsibilities.

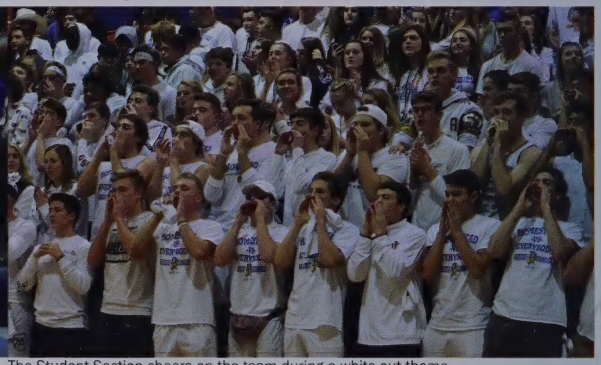
"I try my best to keep the energy up and keep it more intense," Krueger said.

Overall, the team's success so far has it positively looking forward to postseason play.

"Our season has been going good," Goode said. "That makes it easier to come in every day and play hard and do what we need to do."

The boys play tomorrow night at Carroll High School.


Chris Johnson, coach, celebrates receiving a plaque for his 400th career win.


The Student Section cheers on the team during a white out theme.

spread design by Lisa Chen

Zak Krueger (11)

Trent Loomis (12)

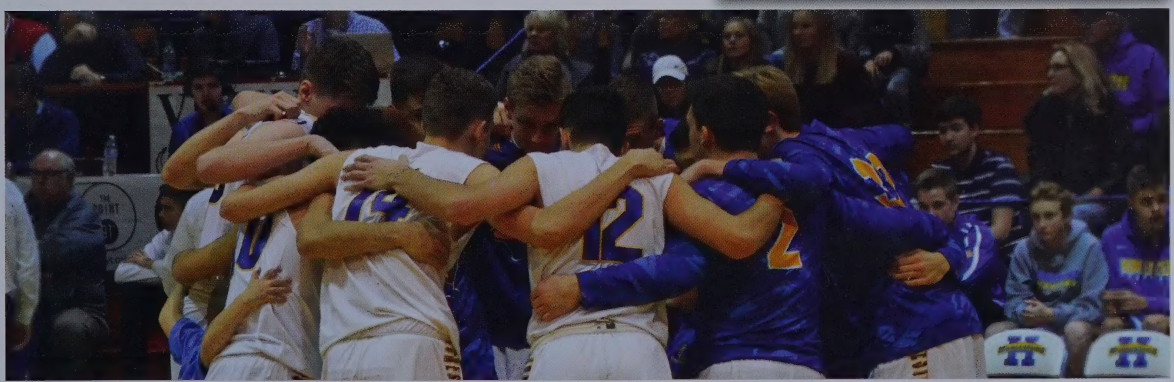
Success

Notable Stats

Luke Goode
17.5 points per game
6.1 rebounds per game

Zak Krueger
14.6 points per game
3.9 assists per game

Highest IHSAA Rank: 5th



What to do when you get into an accident in the school parking lot:

1. See if anybody is injured.

2. If somebody is injured, call 911.

3. Next, stop and stay where you are.

4. Contact the school or the SRO officer.

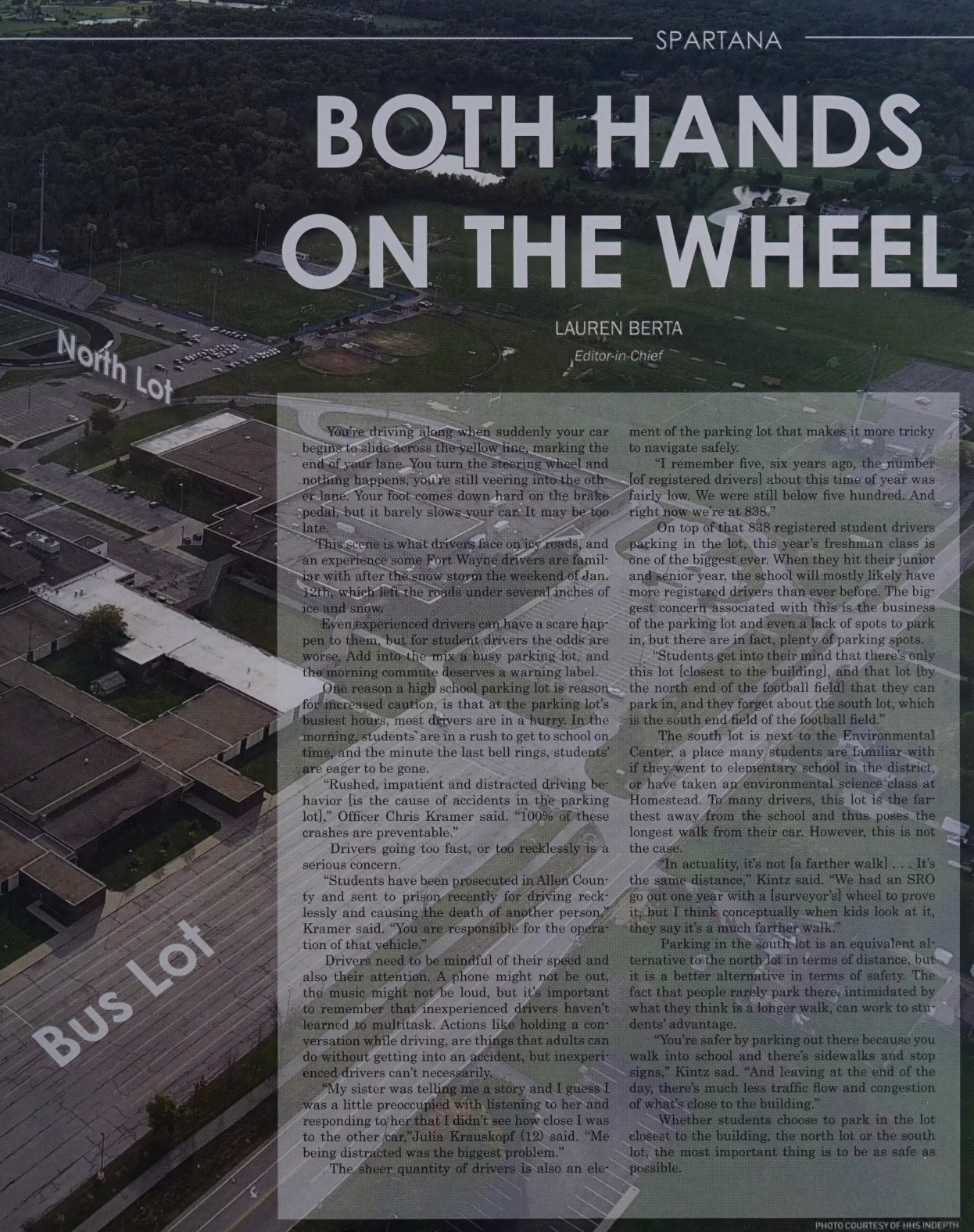
5. Exchange your name, address, registration of the vehicle and your driver's license with the other driver.

***** If you hit an unattended vehicle, you must tell someone at the school and call the non-emergency number at 260- 449 -3000

spread design by Lauren Berta

BOTH HANDS ON THE WHEEL

LAUREN BERTA
Editor-in-Chief



You're driving along when suddenly your car begins to slide across the yellow line, marking the end of your lane. You turn the steering wheel and nothing happens, you're still veering into the other lane. Your foot comes down hard on the brake pedal, but it barely slows your car. It may be too late.

This scene is what drivers face on icy roads, and an experience some Fort Wayne drivers are familiar with after the snow storm the weekend of Jan. 12th, which left the roads under several inches of ice and snow.

Even experienced drivers can have a scare happen to them, but for student drivers the odds are worse. Add into the mix a busy parking lot, and the morning commute deserves a warning label.

One reason a high school parking lot is reason for increased caution, is that at the parking lot's busiest hours, most drivers are in a hurry. In the morning, students' are in a rush to get to school on time, and the minute the last bell rings, students' are eager to be gone.

"Rushed, impatient and distracted driving behavior [is the cause of accidents in the parking lot]," Officer Chris Kramer said. "100% of these crashes are preventable."

Drivers going too fast, or too recklessly is a serious concern.

"Students have been prosecuted in Allen County and sent to prison recently for driving recklessly and causing the death of another person," Kramer said. "You are responsible for the operation of that vehicle."

Drivers need to be mindful of their speed and also their attention. A phone might not be out, the music might not be loud, but it's important to remember that inexperienced drivers haven't learned to multitask. Actions like holding a conversation while driving, are things that adults can do without getting into an accident, but inexperienced drivers can't necessarily.

"My sister was telling me a story and I guess I was a little preoccupied with listening to her and responding to her that I didn't see how close I was to the other car,"Julia Krauskopf (12) said. "Me being distracted was the biggest problem."

The sheer quantity of drivers is also an element of the parking lot that makes it more tricky to navigate safely.

"I remember five, six years ago, the number [of registered drivers] about this time of year was fairly low. We were still below five hundred. And right now we're at 838."

On top of that 838 registered student drivers parking in the lot, this year's freshman class is one of the biggest ever. When they hit their junior and senior year, the school will mostly likely have more registered drivers than ever before. The biggest concern associated with this is the business of the parking lot and even a lack of spots to park in, but there are in fact, plenty of parking spots.

"Students get into their mind that there's only this lot [closest to the building], and that lot [by the north end of the football field] that they can park in, and they forget about the south lot, which is the south end field of the football field."

The south lot is next to the Environmental Center, a place many students are familiar with if they went to elementary school in the district, or have taken an environmental science class at Homestead. To many drivers, this lot is the farthest away from the school and thus poses the longest walk from their car. However, this is not the case.

"In actuality, it's not [a farther walk] . . . It's the same distance," Kintz said. "We had an SRO go out one year with a [surveyor's] wheel to prove it, but I think conceptually when kids look at it, they say it's a much farther walk."

Parking in the south lot is an equivalent alternative to the north lot in terms of distance, but it is a better alternative in terms of safety. The fact that people rarely park there, intimidated by what they think is a longer walk, can work to students' advantage.

"You're safer by parking out there because you walk into school and there's sidewalks and stop signs," Kintz sad. "And leaving at the end of the day, there's much less traffic flow and congestion of what's close to the building."

Whether students choose to park in the lot closest to the building, the north lot or the south lot, the most important thing is to be as safe as possible.

PHOTO COURTESY OF HHS INDEPTH

7:45

Pencils and Papers Replace Pillows and Blankets

HAFSA IBRAHIM
Writer

Due to the inclement weather, most of us had the opportunity to sleep in far past our normal rising hour during the recent e-Learning days. When school is in session, students do not have this luxury, and suffer throughout the day from exhaustion due to an inadequate amount of rest each night. Therefore, the question stands: are Homestead students waking up too early to go to school?

Being sleep deprived can have a multitude of unhealthy consequences to anyone, but to a high school student, the consequences can be especially detrimental. Ignoring this aspect of life is dangerous to overall well-being and health.

The American Academy of Sleep Medicine recommends that teenagers get about nine hours of sleep each night. It is particularly difficult for high school students to fall asleep early because their brains are wired to function on later schedules.

According to the National Sleep Foundation, the body's circadian rhythm, a natural, internal system that regulates feelings of sleepiness and wakefulness over a 24-hour period, is reset during adolescence, telling a teen to go to sleep later at night and wake up later in the morning.

The brain hormone melatonin is produced later in the night for teenagers than it is for children and adults, which is why this change in circadian rhythm occurs. As a result, teenagers have a harder time going to bed early.

Most students would argue that a few extra hours to rest each night would be both beneficial and helpful.

"School should definitely start later because after school activities and homework take up so much time in the evenings, and getting time in the morning is good to get a few extra things done," Leena Hussain (10) said.

In addition to being able to sleep for a longer period of time, students who prefer to wake up early would have a chance to complete assignments that might be due, or study for any upcoming tests they might have in the near future. There seems to be much more freedom when school starts later.

"I'd be a lot more awake, and more willing to learn," Chengyu Bi (12) said. "It would push after school activities later, though."

A student who currently attends Snider High School was asked how he liked starting school at a later time of 9:05 a.m. The answers he provided were overwhelmingly positive.

"I feel that I can concentrate way better because I get good sleep and that allows me to focus better, rather than being tired all day," Austin Reasoner, Snider sophomore said. "If I do not come into school super tired I am more likely to have a successful day."

Snider may begin earlier, but it also gets out later than other schools.

spread design by Hafsa Ibrahim

The school day ends at 4:10 p.m. Despite this, students who were given the opportunity to rest for a longer period of time in the morning felt that they were able to concentrate and perform better in school.

However, there are those who wish to wake up earlier than the normal time of 7:45 a.m. This would imply getting out of school earlier and having more time for homework and extracurricular activities.

"Honestly, I wouldn't mind waking up at five," Rachel Lenardson (10) said. "If school started earlier, I would be able to go to practice earlier, and I could finish my homework earlier."

Although some students seek an earlier start, the American Academy of Pediatrics says, "The first bell should ring at 8:30 a.m. or later – which is the case at only 15 percent of U.S. high schools right now."

Therefore, if students were to wake up even earlier than 7:45 a.m., the consequences would be severe.

Despite the controversy surrounding the topic of starting times at HHS, there are some who are happy with the way things are, and see the fruits of leaving school at 2:35 p.m. each day.

"As a local school leader, I am not in favor of changing our start time, largely because of the benefits of our current start time and end time," Park Ginder, principal, said. "If you look at our schedule with the ending time of 2:35, it benefits hundreds of our kids each year because of internships and work experiences. It's also good if you think about sports, music, dance, and band. If you look at the parking lot at 5:30, our kids are going home to have dinner with their families. The schools around us that have much later start times, their kids are leaving school at 7:00 p.m. Their evenings become later. Having talked with schools that have shifted their time schedules, they haven't seen an improvement in discipline, or a change in grades."

Although the school is not considering a change in the start time, teenagers can find other solutions to fight sleep deprivation and exhaustion.

Managing time and being efficient when completing assignments or studying for tests makes a person both productive and successful. Also, avoiding excessive hours of social media, although easier said than done, can prove immensely beneficial and eliminate most, if not all, distractions that occur throughout the day.

Overall, Homestead's start time might not be the best for students' health, but it looks like it's here to stay.

"I think it would be great if school started later . . . It's been proven that earlier start times for high schools are detrimental to teenage brain development and that students function better when classes start later."
Erica Elliot (11)

"Personally I would prefer an early start time because I have athletic events after school and it's more convenient for me and my family."
Madison Roush (9)

"I would like for school to start later in the morning because this way I can get enough sleep and it would be easier to go through the day. I also believe that getting enough sleep may also raise some of my test scores because I will be more concentrated."
Dhekra Saleh (10)

"I'd like to get more sleep but I wouldn't sacrifice the earlier dismissal time."
Olivia Tribolet (9)

"I would like school to start later because you can't really function in the morning. You can ask any first period English teacher trying to have a socratic discussion. Nobody will participate because everyone is way too tired. And a lot of people don't get enough hours of sleep because they have assignments they are up late doing."
Palak Sood (10)

"I personally like the time our school starts because we get out earlier than other schools."
Cameron Phillips (9)

Hazards Ahead

MIKAYLA HAVISON

Copy Editor

Caution tape on the school's stair case to protect students from ceiling tile damage.

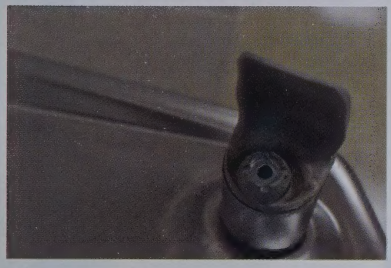
spread design byMikayla Havison

School faces and addresses health concerns

Walking around the halls of Homestead, students may have noticed some peculiar things happening with the building. Holes in the ceiling, closed off water fountains and caution tape all seem to be part of the school's new decor that many are displeased about. As the school continues to age, it seems the building is proving to be more hazardous to the health of students and staff.

One of the most visible hazards that has come to face Homestead's occupants is the lack of usable drinking fountains.

Recently, the district joined a voluntary water testing program put together by the state, in which 77 fixtures were above the EPA standards for lead, many of which were at Homestead, which can be attributed to the school's age and pipes in need of replacement.



Fort Wayne has above average water quality, so the school's poor water quality can be accredited to rusting pipes that are in need of replacement. As pipes are replaced, students can look forward to fountains reopening.

"Even though our buildings are fairly new and Fort Wayne's water quality is among the best in the country, some of our water fixtures were made before the law changed regarding lead levels, so we decided to check anyway," Phillip Downs, superintendent, said.

As a result of the water testing, the school has decided to make efforts to ensure students do not come in contact with the lead-ridden water.

"If water tests for levels of lead that are above the level for schools, we shut off the fixture and replace any parts that may be causing the levels to rise," Downs said.

Additionally, the district sent letters home to parents to address the lead issue and does not see lead posing a major problem to the health of students.

"It is important to note the levels schools must comply with are much lower than what is considered unsafe in our houses," Downs said. "In other words, it is easier for schools to fail the test than your home."

Students and staff have started to wonder if the lead has played any role in the plans for reconstruction or renovation.

"The decisions around the renovation/construction at Homestead have not been based on water quality at all," Downs said. "But water quality will be considered in the plans."

After praticipating in a voluntary water testing program put together by the state, Homestead discovered lead in serval drinking fountains, which are now closed for maitenance.

Apart from water quality, another less-known issue facing the school is air quality. This issue comes in the disguise of aromas such as, lavender, sea-breeze and fresh hydrangea, or in other words, air fresheners.

It's no secret that teenagers smell bad and a couple of thousand of them in a single building only makes the situation worse. As a result, it makes sense that teachers and staff would want to spray some febreeze to lessen the impact of body odor on the nose; however, these air fresheners may have negative impacts on health.

According to Ambient Edge, a heating and air company, air fresheners can have many negative effects on people's health, as many air fresheners are made with harmful carcinogens, which are substances that have the potential to cause cancer.

Although it would take consistent exposure to air fresheners to causes major health effects like cancer, air fresheners can also spark allergies and asthma attacks.

Because air fresheners can release harmful chemicals and can have potent smells, many some teachers are beginning to change to essential oil diffusers.

"I feel there are better alternatives to chemical air fresheners. Especially in a business environment were people may have allergies or medical issues that air fresheners may trigger a reaction," Steven Lewis, CEO of Ambient Edge said.

In fact, many teachers are turning to one of these alternatives: essential oil diffusers.

Despite air freshening every once in awhile not having major effects on people's health, Lewis believes that it's still not worth the risks.

"I think every school should be concerned about their IAQ. Indoor air quality can have significant impacts on people's health and safety," Lewis said.

Apart from air and water quality, the building has a couple other health concerns, one of which being falling and water damaged ceiling tiles. In areas by the main stairways and even the library, some water damage in progress is visible.

The water damage reveals itself with brown, pool-like shapes on the ceiling, which then either fall or are taken down, making the large holes in the ceiling that are then blocked off with caution tape to prevent student injury.

Above is a picture of growing water damage on the school's second floor. There are several similar patches around the school that account for some of the ceiling tiles that have been replaced or removed.

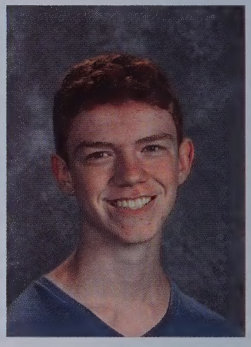
To address these concerns, the custodial staff has been working on ensuring that the tiles are replaced and blocked off effectivley .

In total, although the school does have several health concerns, the school is working diligently to enusre they are addressed and that the safety and well -being of the students is not put at risk.

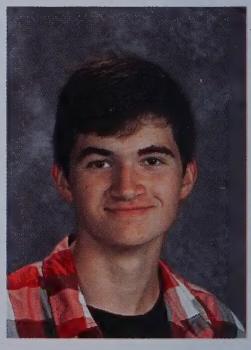
As the school enters a possible renovation and the concerns are fixed, it is important for students and staff to pay head to the directions of custodial staff. In other words, it is important for people in the building to not touch cuation tape .

With the renovation or reconstruction is planned and voted on by the school board, the community can look forward to the exciting plans coming to the school in future years.

Haden Bose (11)
"Me and my friend want to go into the military and we thought the Airforce would be a good fit for us."



Hudson Ripke (11)
"It's going to be tough for sure, cause the Marine Corp is one of the harder branches physically."



Zachery Schuster (11)
"If everyone is joining it will become too over populated."

spread design by Keely Groholski

RISE UP!

STUDENTS SHARE THEIR THOUGHTS ON MILITARY EXPEIRENCE

Keely Groholski

Writer

The U.S. military force has been fighting for Americans' freedom and safety ever since the country was founded. We have been told ever since we were kids that the military keeps us safe and protects the country with challenges that come our way.

However, some High School are leaving the safety of college and accepting the risks that the military might bring them. Although with risks there come rewards. The military provides up to 4,500 dollars for 36 months that goes toward a veteran's education plan if they plan to go to college after the military, according to the Official Airforce website.

Only a few students choose this route after graduation. 94% of Homestead graduates in 2018 pursured higher educatin. 86% of those went to a traditional four year college, while only a little over 2% joined the military, according to the Homestead High School Profile.

Most high school students enlisting are following their families' example.

"It's what a lot of my family members did and it's the branch that pulls me the most," Hudson Ripke (11) said.

Most people also want the benefits that come with the military.

"I want a military discount for college," Zachery Schuster (11) said.

Additionally, students have additional reasons for joining the military.

"[I want to join the military for] discipline and I was looking to be a cryptologist so a little bit of communications background," Schuster said.

Furthermore, the Air Force is a subdivision that was made in 1920, but not recognized until 1947 as an official military branch. It has over 300,000 recruits researching air, space, and even cyberspace.

"Me and my friend wanted to join the military and we thought that the Air Force would be a good fit for us," Haden Bose (11) said. "I want to learn a skill or trade, so I could be an aircraft mechanic or something like that."

Most of his family members have been in the military such as "all of the guys in my dad's side of the family have been in the military."

Army National Guard is a force that helps the country and community. They battle overseas and domestically. Yana Weir aspires to be part of that force.

"I was originally debating between Air Force and Army National Guard, while Air Force is mostly technological, the Army is a good balance of physical challenge and technology," Yana Weir (12) said. "I have some family members in the Air Force, but none of them are in the National Guard."

She plans to learn work ethic through basic training and advanced individual training, and also hopes to make some lifelong friends.

"I think training will be an experience, like something I look forward to but know it will be hard," Weir said.

She will be serving one weekend a month and two weeks in the summer and hopes that will be something that she looks forward to different from any job she's had. The army is a physically and mentally challenging place that is not just for running around and shooting guns.

"I know personally, I was not really educated about the military at all," Weir said. "I thought the military and the army were the same things."

Even some families have experienced that some younger students are not mentally ready for the military.

"My dad was in the military," Bose said. "He was a drill sergeant and said a lot of the recruiters like to lie just to get you in. So you have to prepare for anything in the military."

A student's perspective of the military maybe different from a military veteran such as Dr. John Ringquist. Ringquist was assigned as an military officer in 2010 in Afghanistan. He was a U.S. Navy Medical Officer and took care of injured Marines and local Afghan people.

"I actually enjoyed the challenge. Classes were sometimes dull, but necessary. The physical education training was led by a U.S. Marine Gunnery Sergeant, and while exercising it was a thrill to realize I was really in the military," Ringquist said.

Ringquist's perspective on war and the military, in general, has changed after his experience on the battlefield.

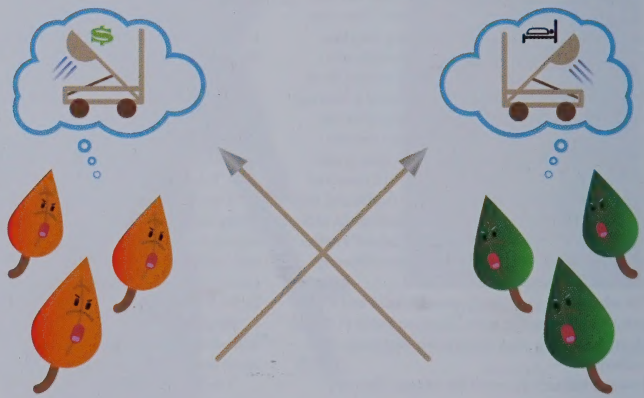
"The people who do the actual fighting, who are dirty and tired, in the tiny camps and armored vehicles, are extremely skilled, motivated, and professional. I still have very mixed feelings and opinions about the war and what the U.S.A. and our allies are buying with so many ruined lives," Dr. Ringquist said.

Fall Break

The Student Perspective

NATHAN PHUONG
WRITER

A new week-long break in October falls on Homestead students of the 2020-2021 schoolyear and later, the Southwest Allen County school board has decreed. The respite does not come free; one week will be shaved from the end of summer break. However, controversy over the actual benefits of the time off and the school board's decision to trample on the results of a poll that revealed a majority of the community to be in opposition to the break reigns.



Standpoints on fall break largely sort into either side of this pivotal disagreement over monetary considerations versus the interval's relaxation value, here represented by the left and right thought bubbles, respectively.

Students especially are firm in their opinions.

Senior Nathan Quick objects, "As part of band, I try to enjoy all unbroken intervals of summer break I can. This fall break won't help future students like me there."

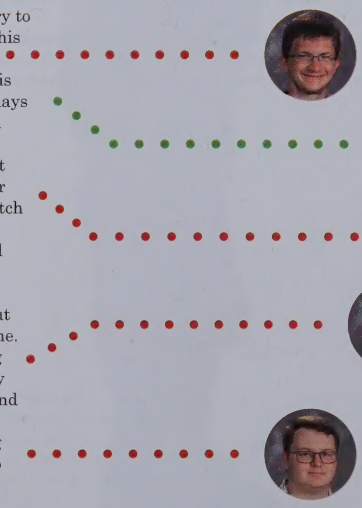
Still, junior Chris Wang maintains that the break is of adequate length: "it would actually end up as nine days of break, with one weekend on either side of the school week."

Senior Zoe Moore says, "Wealthy families will most benefit from the vacation, while [parents from all other households] will be forced to take unpaid [leave] to watch [or pay for someone else to watch] their children."

That line of argument – that the advantages of fall break stratify along class lines – makes a presence in others' contentions as well.

Junior Megan Merz explains that the break will cut into summertime to the detriment of student job income. She sees no pressing need for a sabbatical, considering that the early months of the academic year are already punctuated by events like Labor Day, Thanksgiving, and three e-learning days.

Junior Alex Peters expresses concern that working parents will be forced to adopt longer hours in order to



spread design by Nathan Phuong

pay for caretakers, though he personally supports the holiday. In terms of the days lost from summer break, Peters says, "Summer [is a blur anyway], so one week less won't make much difference."

Alternatively, junior Adam Slovan believes that the October downtime is "not worth losing summer time off."

Then there are the academic concerns.

Junior Daniel Bean would not appreciate a fall break on the grounds that "the free time will only be spent stressing over my grades." Bean would prefer his week away kept tacked to summer's reprieve, a period when the ominous shadow of assignments due does not loom.

Junior Yehyun Song worries that "fall break will disrupt students' flow of learning just when their minds are at peak performance," a consequence especially troublesome for high-schoolers in more difficult classes. Song himself is enrolled in several AP courses this year, and he could not imagine how he would stay abreast of their studies under another extended pause in the first quarter of the schoolyear. Like many students, he depends on teachers' day-by-day review to retain content.

In contrast, an equal number of students feel that fall break would improve their grades.

Senior Austin Layton holds that "every Homestead student well deserves a break in the first semester [to combat] burnout before winter break in late December."

Junior Jessica Melvin agrees that the retreat will keep students from becoming overworked, while junior McKenzie Duby cites "mental and physical health reasons" in endorsing it.

Duby states, "Even [those involved in] sports and music would appreciate the [opportunity to relax]."

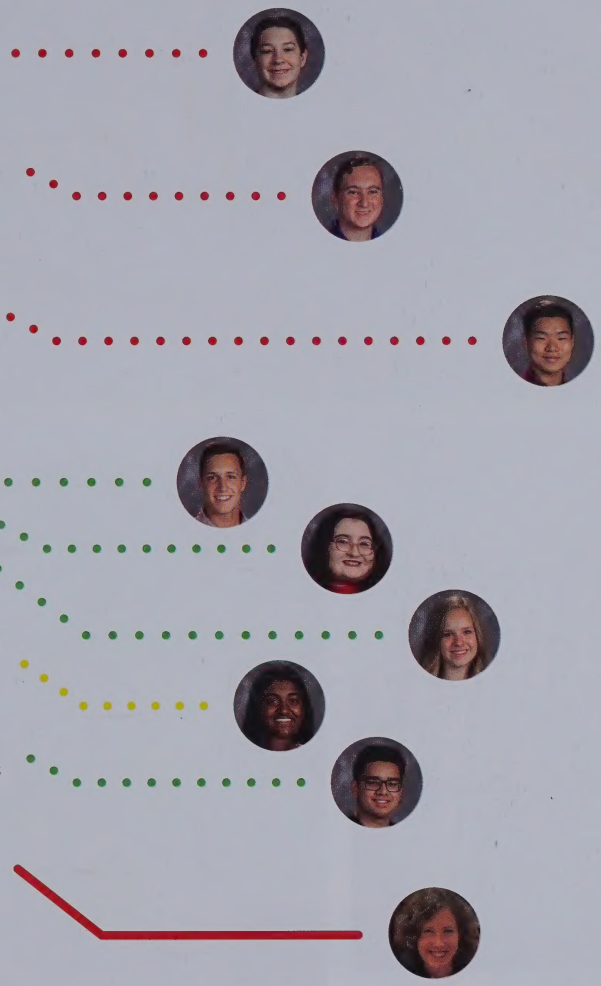
Senior Caitlin Kogulan does not herself approve of fall break, but she notes that "it's probably good for teachers," as it provides them a chance to recover as much as it does their students.

On the topic of recreation, junior Aakash Saklani would be thankful for the calendrical window of autumn opened by fall break. "I could get to vacation spots without having to deal with crowds," he remarks.

Nevertheless, all interviewed students concurred that the school board's go-ahead for fall break in the face of local pollsters' opposition was improper. Board President Meagan Milne was in the 2-3 minority voting against the break; she agreed to provide justification for her choice for this article.

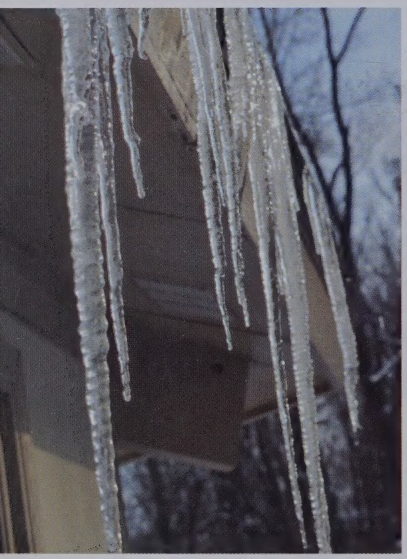
Milne emphasizes the same issues – namely, interruption of the learning process, complications relating to childcare arrangements, and curbed summer opportunities – arising from fall break as do Homestead students. Moreover, she speaks to similar benefits to the plan – its giving students and teachers "a break to rest and recharge ... [and] a wonderful, less hectic opportunity to travel." Switching focus to the public survey, Mrs. Milne cautions, "The survey didn't reveal overwhelming support for [either] calendar ... the numbers were relatively close." The Board President alludes to the fact that "33% of teachers and an even [greater percentage of students and parents] didn't respond, which makes interpreting the numbers even more difficult."

Whatever the final outcome of the fall break, though, the scheduling change will only affect students in their second year of high school or lower. Senior Noah Virgilio says it best: "Lol, I'm not gonna be here. Good luck sophomores."



Results of the community-wide poll: one dot represents one percent out of one-hundred of the vote either in favor of (green) or in opposition to (red) fall break

Results from parents/guardians specifically



PHOTOS BY: MIKAYLA HAYISON

Spartana

March 2019 | Issue 5

The Thrill of Thrifting

See Pages 18-21

In art teacher, Sarah Jones' class, students went thrift shopping for paintings and then added modern flair through iconic characters and changes in scene.

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The AP Composition class wrote opinion pieces for an assignment. Here's a few we found especially interesting.

spread design by Emmalyn Meyer

Letters from the Editors

Hey, Homestead! It seems that February flew by and March has quickly sprung up on us. Despite the cold weather, spring is approaching, and with that comes more outdoor activities, more green life and of course, the highly anticipated spring break. However, before we break for vacation, we wanted to publish an issue that focused on the interests of students and teachers. As a publication, we are at the forefront of disseminating information in the school community. Thus, with this journalistic power, in this issue, we seek to connect students with similar interests and expose new ideas to other students. Through reading this information and perhaps, word of mouth interest, we hope that students become more familiar with their peers, teachers, and the city itself.

In this issue, we feature interviews with teachers who initially did not pursue a teaching career. We hope that you're as surprised at these past jobs as we were! Although these pages highlight teachers, we hope that students also realize that their high school plan may not be and does not have to be their whole life plan. In fact, most adults will explain that their current job is not a job they could have imagined having as a high schooler. Often times, the prospect of college forces students to pick a "life plan" based on their major. However, unexpected events and new interests may alter this plan. Therefore, we encourage students to pursue their passions when they choose college majors as there's always time to change majors if new interests arise.

Another article in this issue features the teacher-in-service day on Feb. 8. While this was certainly an appreciated day off from school, teachers were busy learning of teacher-student relationships. Our article details what teachers did on this day and how this could affect your school day. Another article features certain clubs at Homestead that many students may not know about. These clubs can serve as a uniting place for students with similar interests. The clubs featured include the Ping Pong Club, the Aviation Club and the K-Pop Club.

Moving outside of school, one of our articles features the trendy topic of thrifting. Although we, personally, can never find any good deals from thrifting, the students interviewed offer tips on finding the perfect outfit at a much cheaper price. We hope this article will save you a lot of money! We also feature another edition of the J-List, restaurant style. June Hill, writer, describes several trendy restaurants in Fort Wayne that are not traditionally popular but are certainly worth visiting. Hill is also writing an article discussing YouTube influencers. Although it's hard to believe that these people can make millions of dollars just by talking in front of a camera, Hill details how and why they do and what this means for the general population. Additionally, after two of our writers joined a session of the Ind. Senate, we chose to feature the Senate process and how students can even influence the state government.

Student-wise, we feature state championship diver, Jackie Brenn. Brenn was the youngest state championship diver her freshman year and has ended her high school career back on top. This is certainly not an easy accomplishment and we hope to give her the recognition she deserves for her successes. We also feature the highly divisive topic of whether dogs or cats are the better pet. Hear student opinions about this! As always, another edition of Humans of Homestead is featured.

Spartans, we hope you all finish these next few weeks strong and have a wonderful spring break!

Sincerely,

Spartana Editors-In Chief

Lisa Chen, Lauren Berta

Spartana Staff

Editors-In-Chief
Lauren Berta
Lisa Chen

Copy Editor
Mikayla Havison

Online Editor
June Hill

Design Editor
Emmalyn Meyer

Writers
Julia Epling
Keely Groholski
Hafsa Ibrahim
Nathan Phuong
Matthew Quintos

Advisor
Terri Nowak

Contact Us

Wesbite
hhsspartana.com

Email
thespartana@gmail.com

Twitter
@TheSpartana

Instagram
hhs_spartana

Before they became Teachers...

LISA CHEN
Editor-in-chief

As students transition through high school, a focal point of their education is a future career.

"I have no idea what I want to be after high school," Pujeeth Meruva (12) said. "Sometimes, I take online quizzes to try to figure out which career is right for me."

In advisory, teachers focus on Indiana Career Explorer, which is a website with assessment that provide students with their career interests, career skills and career values.

"It's a good resource to be exposed to the different things out there that you may not have known about before," Nick Byall, government teacher, said. "It can be a useful tool to dig into different career opportunities."

Furthermore, Homestead offers Project Lead the Way classes, which specialize in future careers. These classes include Computer Science, Principles of Engineering and Biomedical Innovation. After completing four years of a Project Lead the Way pathway, students may receive dual credit for high school and college.

"I took Project Lead the Way biomed class because I want to pursue a career in the medical field," Claire Angel (12) said. "The classes have definitely helped me learned new information about the medical field that will help me before I go to college and in college classes."

Although many students know exactly what they want to do after high school, a majority of the students do not. Thus, high school can serve as an exploration of their interests.

"I took biomed my freshman year because I thought I was interested in the medical field," Khira Hickbottom (12) said. "After I took the class, I realized that it wasn't the career I wanted to pursue."

The changing of these career interests is not something that students should panic about. In fact, many of Homestead's own teachers and administrators did not initially pursue a career in the education field. Furthermore, many teachers previously held typically sought after, high-paying jobs in the law field and in the banking field. However, because of overall lack of job satisfaction, they decided to leave those high-paying careers for a job in teaching, a profession with typically a much lower pay. Therefore, job salary should not be the forefront of career values.

Other teachers left their previous jobs to pursue new interests. Thus, although students may form a career plan in high school, these plans can always change.

"At the beginning of high school, I wanted to be an architect," Meruva said. "However, I realized that I am not a good artist at all. Right now, I'm considering a career as a teacher."

Because of the ability to change career plans, students should explore their interests and passions in high school so that they pursue a career in which they will achieve job satisfaction.

"I think I will go wherever the wind takes me," Meruva said.

Raymond Colglazier
Business Teacher
Former Bank Vice President

Previous Job Description: Bank vice presidents are responsible for ensuring that the bank branch operates effectively. They are in charge of making sure that corporate banking procedures are followed at all times, resolving client issues and motivating banking professionals to achieve all organizational objectives.

Typical Education: Bachelor's degree in finance, business administration, accounting or economics

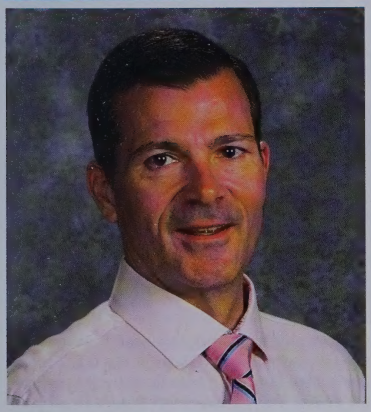
Average Hours: 60 hours per week

"Before I was a teacher, I was a vice president at a major bank and I did a mortgage underwriting job. [I decided to leave that job because] I was laid off but I had been unhappy for probably the last three or four years of my career and then me and about four or five hundred other people were laid off all in one day and I just decided at that point that it was time to make a change. [I decided to become a teacher because] I've always kind of enjoyed the school environment and then I taught Junior Achievement. I had morning talk with little kids, third and fourth grad kids, and I just fell in love with it. I had a blast so I kind of had always said that if I had to do it all over again I would be a teacher because I love that part of my job. Even when I was at the bank I loved coaching and teaching. [At my old job], I felt like I wasn't doing anything for anybody; I didn't feel like I was helping anybody or formerly anybody's problems or anything like that so I just felt like I was going to work every day for really no purpose. [At this job], these kids and somebody will always make me laugh every day. Somebody's going to say something to make laugh. We just have a good time in class. [The biggest change between my old job and my job now] is here I've got 25 people looking at me every day for what they're doing, where before I could tell people what to do and then they just went and did it. In here, it's like you're always under somebody's watch and making sure that you do the right thing."

spread design by Lisa Chen

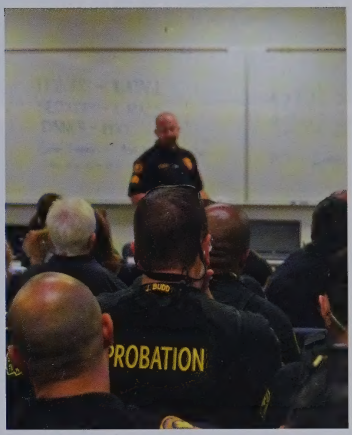
Jeff Kintz

Assistant Principal
Former Security & Training Director, Education Director for juvenile detention



WE THINK THE WORLD OF KIDS

STARR COMMONWEALTH



ACJC Allen County Juvenile Center
Fort Wayne, Indiana

For my first job, I worked at a group home for sex offenders in Van Wert, Ohio, called Starr Commonwealth. I did that for one year and found that I really enjoyed working with troubled kids. I was from New Haven so I was familiar with Fort Wayne and at that time what was called the Wood Youth Center. There was this position that opened there for a probation officers' director and because I had a little bit of experience with it and I wanted to move back to Fort Wayne, I applied for it and was lucky enough to get that job.

After about three years there, I became the training director so I got to do a lot of fun stuff like teach physical restraint, handcuffing, self defense, distractions, suicide prevention, firearms training and pepper spray training. A couple of years after I became a training director, they threw another job at on top of that where I became security and training director for the center, as well as for juvenile probation. I trained all the probation officers in conjunction with Fort Wayne Police Department and trained the youth care workers and tracked all their training. I also did the security for the facilities, which would mean making sure that all the fences were in proper order with razor wire, all the cells had working mechanisms and that they were safe. I was there for 14 years and up until about three years before I left, I was one of four administrators for the juvenile center and the only one with a degree in education. The administrator that we had that was the education director for the center took a position as a high school principal so the judge called me in and said, "you're the only administrator with a degree in education so you're going to take this job." You either have to take the job or you're out of work, so I took the position and started running alternative programming and alternative schools, which we still utilize to this day. It's a program called Allen County Learning Academy. There's all kinds of educational components for kids trying to get their GED and I would also oversee the educational program in juvenile detention. I did that for a period of three years and then the judge also mandated that I go back and get my master's degree.

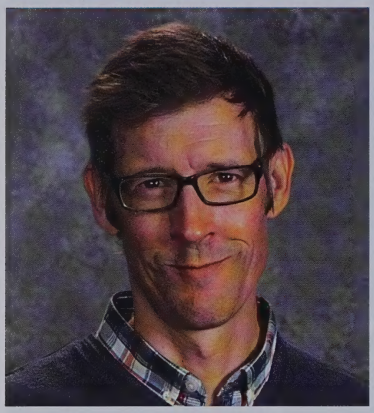
About ten years ago, Southwest Allen posted positions for two deans so I was lucky enough to get one of those jobs. I didn't really have much faith that I would get it; I got lucky I felt. My first position here was working as a dean at the freshman academy where I did discipline and then when my I completed my master's and my principal license program, I was appointed to be an assistant principal and I was brought over here [to the main building]. I've been working here ever since.

The position that I wanted working in probation corrections was to become the assistant superintendent of the facility, but since I was appointed the education director I knew that the likelihood of that happening was probably out of the picture. I also received a pay raise when I became the education director, which was more than the position I wanted, albeit I probably would have entertained it if it was brought to me to take on that position. It was a good opportunity [to work here]. I moved out here and it was a pay raise again and plus I would have the opportunity to have some free time off in the summer so I thought it was a good deal. It was probably time for me to move on [from probation corrections]. I still have really good friends that work there that is now the building supervisor of the juvenile center and the person who took my position was a training supervisory director who I trained and was a really good friend of mine. I still have a lot of connections when I do go back and visit, like students who are incarcerated or that are going to an alternative program. I'll always stop in and see them and wish them well.

To me completely honest, I initially had no intention of using my degree in education. My sole intent in college was to go onto graduate school at West Point and coach football. I played college football at St. Joseph's College and my father was friends with Jim Young, who happened to be the coach for football at West Point. At the time, I had written to him and talked to him on the phone and he had assured me that my senior season I would be able to go there the following year and start my graduate assistantship and start coaching for him. As fate would have it, my senior year I got a phone call and he was resigning. With football, usually when a head coach goes, whoever they bring in wipes out that staff. The new coach had no connection to me so I finished school, got my degree, went home and started substitute teaching.

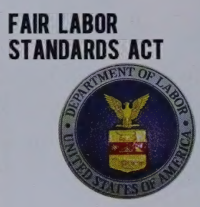
I enjoyed it but it wasn't for me. I had applied and back then it was hard to get into teaching because there was an abundance of teachers. I really didn't have an opportunity for any interviews that fall [for teaching] full time. On a whim, because my mother had grown up in a foster home in Van Wert, Ohio called the Marsh Foundation, I drove over there, since it was snail mail time, and applied for a position. My mom saw the position and she said that I'd really like it since a lot of the kids are disadvantaged and I could really connect with them. I went over to apply for the position in the newspaperand it was already filled. However, a facility down the street, the Starr Commonwealth, had openings so I drove down there. They did have some openings and I applied and was lucky enough to get a position as a youth care worker, working with kids right in the cottage. I guess it was meant to be in the end.

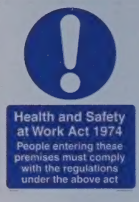
Scott Hill
English Teacher
Former Attorney



Previous Job Description: Employment lawyers execute common litigation activities, including negotiation, legal writing, oral advocacy and counseling. These professionals must have a working knowledge of the legal principles that govern the employer-employee relationship. Employment lawyers must understand laws such as the Fair Labor Standards Act, the Occupational Health and Safety Act, and workers compensation laws. Employment lawyers may be hired to represent employers or employees in unemployment cases, pension disputes, benefit claims and contract disagreements.

Typical Education: Students on the employment lawyer career track first obtain an undergraduate degree and then attend law school for about three years. During law school, students are typically required to take general law classes, but should also take electives that focus on employment law. Besides basic employment law, related classes may include labor law, public law, business law, social justice and public interest law. Once students graduate, they will have to pass the bar exam and be admitted to the bar before being allowed to practice law.





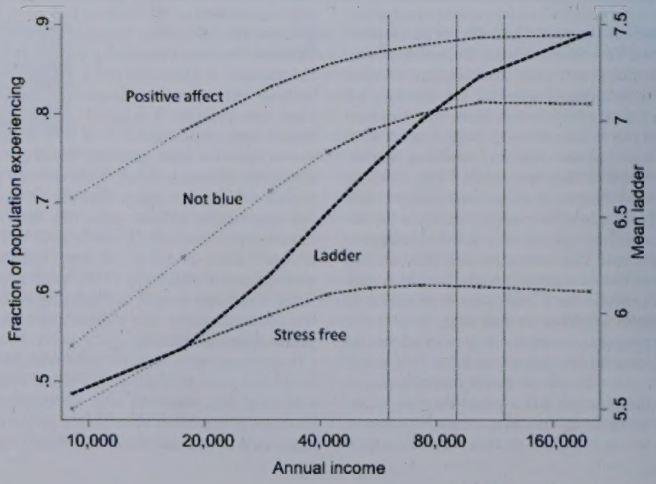
"I was a management side labor attorney. I was asked to advise employers about employment laws and help them navigate tricky federal laws like the Family and Medical Leave Act and the Americans with Disabilities Act. I also often dealt with sex harrasment cases and litigating situations where employees were accused of sexual harassment. It's a very human area of the law. A lot of interesting fact situations come up and technically I was a litigator but most litigators spent a lot of time writing briefs and I like writing so it was a decent fit for me. [I decided to leave that job] because it's about a lot more than just writing. I think there is a lot of worrying involved. It's a high stress profession and your job is basically to worry about other people's problems. It's very difficult to stop worrying at five o'clock and go home and resume your normal life and to stew about your career all the time. I think most careers come with stress but after a few years I knew I didn't want to worry about those particular problems for the rest of my life. I wanted to worry about different problems so I got out. A lot of my friends have made the same decision too. They decided that it's not the kind of stress that they wanted.

I don't know [why I specifically decided to become a teacher] but it had always been my first love - not teaching necessarily, but reading and I have a lot of teachers in my family and to this day through them and my work now, I've known far more happy teachers who were pleased with their career choice than I ever knew lawyers who were happy to be lawyers. I didn't know if I'd be any good or not and I still don't know if I'm any good or not but I thought it would be worth finding out. One of the most convenient things about that job change is that I was living in Fort Wayne, a place where I could afford to make a change and not be kicked out of my house. It's a cheap place to live and a study showed that we're about the eighth cheapest place to live in the country. If I were in San Francisco, where my heart is, I have to make more than a quarter a million a year to get by so we had the advantage of being able to go back to school. It was one of the best school experiences of my life. I liked law school but being able to go back to school for a year and change gears was both a pleasure and a privilege.

I think what you're reading about job satisfaction surveys is the control you have over your daily experience and the variety of daily experiences. Teaching is really one of those jobs where we might have standards and a school might have a curriculum that they stick to, but when you close that door, you're really the author of that classroom experience. They're going to tell you what to do but how you do it is up to you and I think that is a lot of what's gratifying. I also think what's cool about it is that there is a lot of immediate gratification. You know instantly if what you're doing works or not so the ability to sort of tinker with what you came up with immediately is great. You're working with your audience every day."

Relationship Between Wealth and Happiness

Eventually the effect of more money on happiness becomes negligible relative to other factors. According to Psychology Today, it is the ability to afford the things that bring personal satisfaction that really matters. Thus, a high paying job will not directly bring high personal satisfaction or overall job satisfaction.



Source: 800000hours.org

spread design by Lisa Chen

Benjamin Rogers

Business Teacher

Former Operations Manager at Cintas

Previous Job Description: An operations manager is key part of a management team and oversees high-level HR duties, such as attracting talent and setting training standards and hiring procedures. They also analyze and improve organizational processes, and work to improve quality, productivity and efficiency. Responsibilities may include interviewing, selection and hiring; training new and existing employees; planning, assigning and directing work; authoring and discussing with employees performance appraisals; addressing employee performance and corrective action plans; employee motivation and rewards.

Typical Education: Bachelor's degree in business administration, operations management or related field

"Before I was a teacher, I was an operations manager for a company called Cintas, which is a Fortune 500 company. There's a couple of locations in Fort Wayne and I ran a couple of different divisions so I was training through the company to eventually become a general manager, which I never did. I was making a lot of money but I just wasn't feeling fulfilled. I didn't feel satisfied.

I wanted to do something that impacted people. I wasn't the best of kids growing up and I had some teachers and coaches that took me under their wing. Dr. Ginder was actually one of them; he was a coach of mine when I was in high school at Northrop but I always just followed the money. I wanted to make a lot of money and that's all I really cared about. Then I woke up one day and realized that life's way too short to just focus on how much money you want. I got into what's called the transition to teaching program, which is for people that have their college degrees already. You can go back to school for an accelerated program. It took a year and I did that Bethel College in Mishawaka. I decided to become a teacher because of the impact that other teachers had on me for sure. That was number one for sure - guys like Matt Stenson, who was one of my football coaches at Northrop, who I still get together with about once a month. I wanted to have that same impact on students and teaching is probably, in my opinion, one of the best professions. We don't make a lot of money, but a lot of teachers that I know have other jobs that supplement their income so it's not like you're going to be dirt poor or live a horrible life because money is the only thing that matters. That's not what it is at all. You should feel happy and fulfilled and enjoy what you're doing as a career because it's going to be the rest of your life. The majority of your life is spent working and if you're happy and making an impact, you can find other ways to make money to do the things that you want. When I was in high school, everybody told me that it was never about the money, but I never understood that until it actually happened to me. I looked around and Cintas is a great company and I drove a Lexus but I was not satisfied in any way, shape or form. I am passionate about business but the number one reason that I got into teaching was to impact kids. My teachers helped me realized that I can't be a victim and they cared about me and put time into me. That's what I want to do and that's why I'm doing what I do now."

Susan Summers

Assistant Principal

Former McDonald's Manager and Medical Recorder

Right out of college, I started teaching but then we started our family we decided I would stay home and I would work nights and that led us to not have a babysitter. My first job was as a manager at McDonald's. What that entailed was I worked night and had to schedule all the employees, and I had to call the bin. Back in the day of McDonald's they didn't make things to order. They had a big giant bin and you would walk in and order the food to be made ahead of time so there'd already be six Big Macs or 20 hamburgers there so you had to guess ahead of time of who was going to walk through the door and order the food to be made. Then you'd put a timer on it and after ten minutes passed, you'd throw the food away if it wasn't already ordered. So if it was really busy sometimes, my husband would wake me up at night because I would be in my sleep going "Six Big Macs!" I did that for six year.

Then, I worked in medical records at St. Joe's. This was before computers so when a person was dismissed from the hospital, they might have 400 pieces of paper of lab reports and doctor's notes and I would sit for eight hours a night and put those in a folder. If you everything done, the other job was to put the files in order and there were rows and rows of files. I was so happy when my youngest daughter hit first grade and I could go back to teaching because both those jobs were not the greatest. Both jobs had things that were fun, though; I learned a lot of medical trivia. [Additionally], when you're a manager at McDonald's, you are also a teacher since you do a lot of training the employees. I got to work with a lot of high schoolers so that was helpful [for my current career]. I was at home with that part of the job.

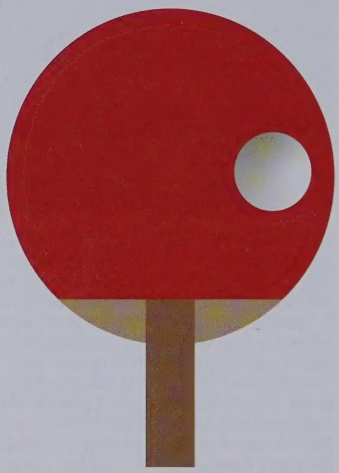
Later on, when I ended up at Homestead and became the AP Economics teacher, there were a lot of things in the business world that I could bring into the classroom. The medical records job didn't really apply much to my teaching job other than it opened my eyes up to a lot of different jobs that when I talked to students about I could explain. There's a whole plethora of [jobs].

[My favorite memory] was at St. Joe's when they had drills to learn how to put out fires because everyone that'd work there couldn't get out because of the patients, so there'd be crazy things they'd ask you to do, including full-on hoses with thousands of pounds of pressure.

Clubs

a selection

NATHAN PHUONG
WRITER



Ping Pong

On busy Wednesday convenings of the Ping-Pong Club, there can be upwards of thirty players, teacher and supervisor Scott Hill said.

"Our club began with a handful of members [put together by 2018 HHS grad Duhon Eroglu] and a couple of used, donated tables," Hill said. "However, Dr. Ginder saw how much fun students were having and found funding for brand new tables, nets, and paddles."

Nevertheless, Hill's incorporation of the sport of ping pong into Homestead life has older roots.

"I have had a ping pong table in my classroom for the last ten years or so, made out of a science lab table," Hill said. "Students play quick games during passing periods."

Matches are for fun, bracketed in "informal, improvised tournaments. There are no dues, and few rules except that you have to have fun," Hill said.

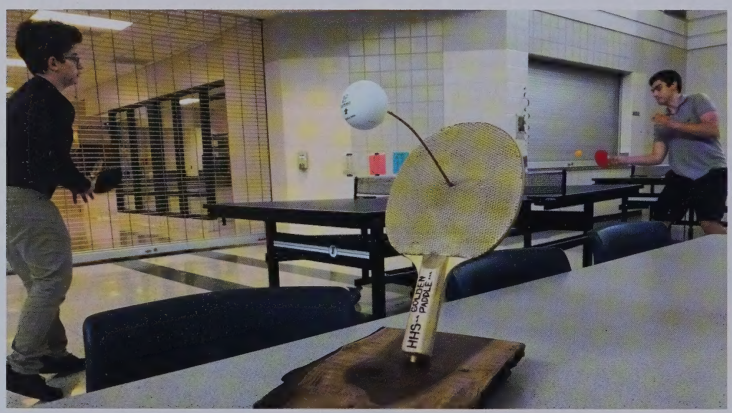
Club member Carson Denoo (12) appreciates the club's "lax culture, in which members can play without fear of not performing at their best."

"It's a nice club, because there is a range of ability, from beginners to some pretty solid players," Hill said. "[Still], we have an official tournament to crown the school champion at the end of the year."

During the championship, competition ramps up.

"[I've] been a member of Ping Pong Club ever since it was up and running in the fall of 2018, but last year's championship match between brothers Duhon and Enes Eroglu (10) was the most intense I've seen yet," Denoo said.

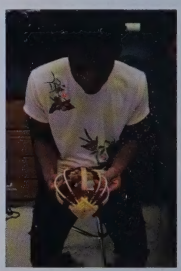
He expects to recruit more players through the end of this school year and that the club will continue to grow even after he is in college.



Left: The Eroglu brothers vie for end-of-year Ping Pong Club trophy for 2018.

Basket Weaving

Natalie Frazier (12) builds a basket



Erson Lazare (12) wraps a basket

From the photo farthest left: twins Rylee and Rhyah Jones (11), Anjolaina Mogollon (10), and Kiersten Weiss (10) all craft baskets

spread design by Nathan Phuong

K-Pop

The K-Pop Club is also new to Homestead this year.

"The whole purpose is to find more [music] groups that we like and diversify our [listening background in the genre]," member Carlie Sennett (9) said.

In its own way, K-pop has established itself in the heart of every member.

"My personal introduction to K-pop was through my friend Aly Buffenbarger," Sennett noted. "She showed me a music video for BTS and I really liked it."

With subsequent listening, Sennett's interest only grew.

Club leader Megan Moore (10) had a different experience.

"[I] discovered K-pop by hearing TWICE'S 'Like Ooh-ah' on the radio back in 2015," Moore said.

Her appreciation for the song led her to YouTube, where she became "a huge K-pop fan."

In order to manage the sizable body of work encompassed, sessions operate on a band-by-band basis.

"A typical club meeting is based around one group's music videos and games," Moore said. "Attendees vote for the group, but we usually alternate between a girl ensemble and a guy one."

Background on a given, featured troupe can be integral to understanding it.

"[We might include] a PowerPoint over the members with some facts about them [paired with music samples for guests] to see how their style has changed," Sennett said.

Moore plans to expand the club's range of activities next school year, possibly even in teaching patrons choreography to K-pop singles.

For K-Pop Club member Aly Buffenbarger (9), at least, the circle seems to have achieved its purpose.

"I've found new songs that I enjoy and learned about other groups [that were previously unfamiliar]," Buffenbarger said.

Aviation

From frequenting Fort Wayne International Airport's runways in hopes of observing airplanes' take-offs and landings and experimenting with Microsoft's flight simulator program to getting well on his way toward a pilot's license, Benjamin Knight (11) has advanced far in his aviation ambitions. He hopes to share his passion for matters of manned flight with guests to meetings of the Aviation Club.

Knight began his own deliberations of the Club as far back as a year ago.

"I threw around the idea last year and mentioned it to a few people," Knight said.

Passing the Federal Aviation Administration written exam and securing a job at the Huntington airport that entails such tasks as refueling planes by fall of this school year was what motivated him.

"[I] decided with [my] newfound experience that it was finally time to start the club, which was still in the back of [my] mind," Knight said.

Knight took an informal survey of student interest in an Aviation Club.

"Surprisingly, a lot of people said they liked the idea," Knight said.

So he enlisted Mary Huhn and Dawn Rybolt as joint sponsors for the club. He also reached out for other support.

"[I] asked my friend Kylyn Lynam, who is also training to be a pilot, to help out and teach other students about her aviation path," Knight said.

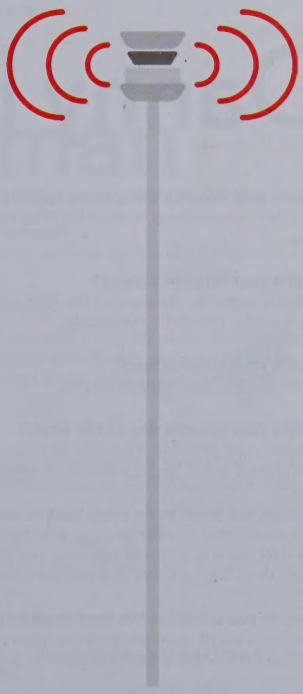
"Our callout meeting briefly outlined [club] events planned through the semester and into next year," Knight said.

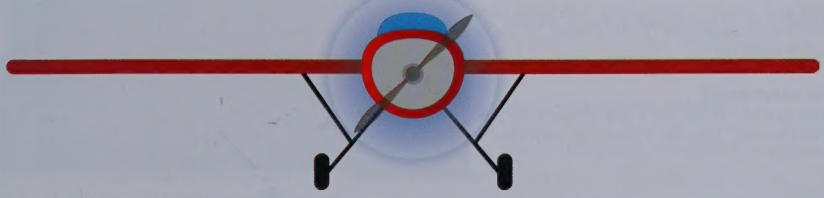
Highlights of the schedule will include a field trip to the Huntington Airport to tour the control tower there and a study of the 122nd Fighter Wing jet at the Hoosier Air Museum.

"A flight instructor, crop-dust pilot, Air Force pilot, Anthis Aviation Tech instructor, former Boeing 747 pilot, and retired air traffic controller [might all be guest speakers]," Knight said.

Knight now has more than 20 hours' experience as a pilot in command.

"I managed to get my dad and uncle involved; we agreed to get our licenses together by the summer," Knight said.





Humans of

Sarah Fredrick, Senior

What do you like to do outside of school?
I like to watch Netflix and Hulu.

What's your favorite Disney movie?
Brave, but I like a lot of them.

What's your favorite thing to do with friends?
We hang out, mostly, or watch movies. One time, my friend and I went to the opening night of Inside Out - it was packed.

What's your favorite season?
Fall. For one, my birthday's in fall. Two, it's really pretty.

What's your favorite thing to do at Disney World?
I like going to Epcot to see all of the different countries. I obviously like all the roller coasters, too.

Favorite ride at Disney?
Rock 'n' Roller Coaster.

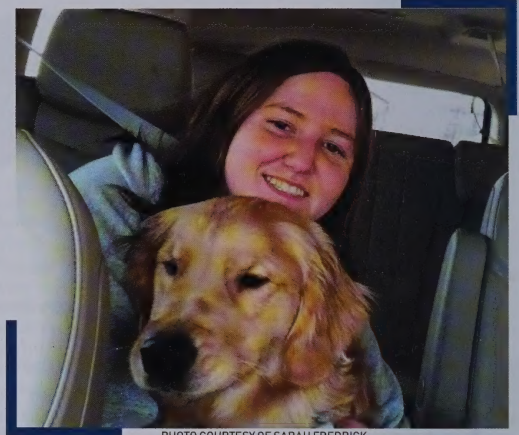


PHOTO COURTESY OF SARAH FREDRICK

Danny Bean, Junior

What's your favorite thing to do outside of school?
Read. My favorite book is Invisible Man by Ralph Ellison. I usually pick up realistic fiction books.

What's your favorite animal?
Probably a giraffe, because of the long neck and ability to look into the sky and over the entire world. It's really intriguing.

What's your favorite food?
Chicken. Anything chicken related.

What's your favorite day of the week?
Definitely not Monday. Probably Saturday, because we usually have show choir competitions then. I get to spend a forced 24 hours with my friends.

What do you want to do after high school?
If I get accepted, I want to go to Yale University and minor in philosophy and Latin and major in pre-law political sciences and post-secondary education. Then, I want to get a doctorate in legal studies and become a civil rights attorney.

What do you consider the best book-to-movie adaptation?
They did a really good job with the Harry Potter movies. There are a few things they left out that I would have liked for them to put in, but overall, they did a great job with that.

PHOTO COURTESY OF DANNY BEAN

spread design by Emmalyn Meyer

Homestead

EMMALYN MEYER
Design Editor

Ali Deluca, Sophomore

PHOTO COURTESY OF ALI DELUCA

Outside of school and soccer, what do you like to do?
I watch The Office a lot, but I'm doing homework 90% of the time.

What do you plan to do after high school?
Go to college and major in some kind of math. My job will probably be something math-related.

What's your favorite memory with your older sister?
She takes me to school every morning, so that's fun. We listen to music and stuff.

What's your favorite movie?
The Emperor's New Groove.

What's your favorite trip you've ever taken?
(My family) goes to Hilton Head every year. I like to go to the beach, and my cousins are usually there, so it's fun.

If you were an item of clothing, what would you be?
Joggers, because I wear them every day.

Elijah Davis, Freshman

PHOTO COURTESY OF ELIJAH DAVIS

What's your favorite thing to do outside of school?
I like to play XBox and play basketball and hang out with my friends. I'm captain of the freshman team.

What's your favorite season of the year?
Winter, because I was born in January and I just really love the snow. Also, it's the basketball season and holidays and spending time with family. My favorite holiday is Christmas - not so much the gifts, but just the family time and seeing everybody happy is great.

What's your favorite class?
Nutrition and Wellness, because I find cooking interesting. It's kind of fun to see that you can read directions and create a masterpiece off it. Cooking professionally could be a plan.

What's your favorite thing to do with friends?
We like to ride bikes. Over the summer, we rode bikes all over Fort Wayne. It was fun to explore.

Who's your favorite celebrity?
Lebron James, because he carries himself as a businessman, and he cares for his family. He's pretty exceptional on the court, too.

Putting Students First

LAUREN BERTA
Editor-in-Chief

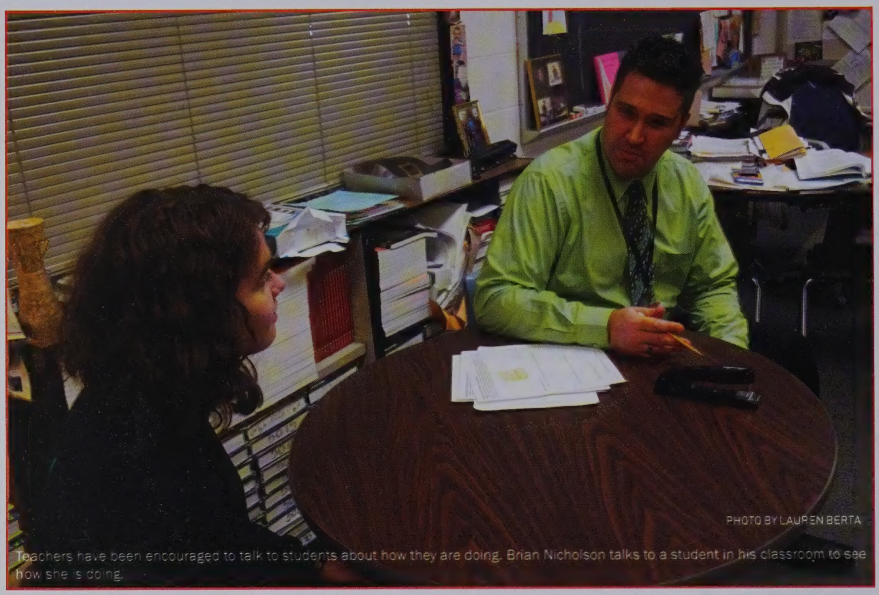


PHOTO BY LAUREN BERTA

Teachers have been encouraged to talk to students about how they are doing. Brian Nicholson talks to a student in his classroom to see how she is doing.

Early in Feb., students enjoyed a short week because of the teacher in-service day Friday Feb. 8, but they might not be aware of what the reason for the in-service day was. That Friday was devoted to educating teachers on how to approach teaching with the mental health of students in mind. The training was led by Dr. Laurie Desautels from Butler University.

One highlight of the program was the concept of Adverse Childhood Experiences, or ACE. According to the Substance Abuse and Mental Health Services Administration (SAMHSA), ACE refers to traumas or stresses that children experience that impact how they learn and function. ACE includes situations like substance abuse by a member of the family, abuse to a member of the family or the child, or a divorced set of parents, to name a few. All of these things can set a child up for failure.

SAMHSA reports that there is a positive correlation between ACEs and a person having behavioral problems and substance abuse. Early traumas actually affect neurological development and the way a person learns how to cope. The more ACEs a person has experienced, the higher their ACE score and the more likely they are to experience negative effects.

"The higher the ACE score means the more we need to meet them where they are and support them in different ways," Jennifer Bay, assistant principal, said.

What ACE means for students, is that they come into school deregulated. Deregulation means that a child is not prepared to learn because their mind is in a state of stress.

"I thought her statistics were pretty alarming," Greg Davis, teacher, said. "Twenty-seven to thirty-three percent of students arrive to school deregulated."

That is a high percentage of a classroom, and Desautels taught that while children or teenagers are deregulated, a teacher will not be able to reach them on a cognitive level.

According to Desautels, psychology breaks down a person's needs into a hierarchy. Layer one is survival. Do they feel safe? Students who come from a house with multiple ACEs and may be abused at home do not have that first need met.

Layer two is connection with other people. This is where having a relationship with a teacher can be important for the learning environment. A person needs to have positive relationships that make them feel valued and stable.

"I need to find a way to connect with them," Davis said. "To let them know, I'm here for you more than just you as a student, more than just you graduating."

It is only at layer three that the mind reaches cognition, where a student is able to learn and process what a teacher does in class.

At the end of the day, it is not an easy task. However, as much as Desautels equipped teachers with an understanding of the concepts she refers to, she also gave concrete strategies on how to help deregulated students in the classroom.

"(Desautels suggested incorporating) different coping strategies into the classroom, such as having your kids [sic] deep breathe and massage the hands," Davis said.

While students might feel silly at first, psychologically the process helps regulate the brain.

Another element that Desautels hit on, and which is very important, is that teachers themselves come into the classroom regulated.

"As an adult, when we're worked up, we can't support a young adult who is also worked up," Bay said.

Desautels recommends that teachers check themselves at the door and make sure they are regulated.

"You can't carry your bad day into the classroom," Davis said. "Otherwise there goes your connectedness to the kids. Cognition isn't going to happen."

Another element of the in-service day was QPR Institute, which stands for Question Persuade Refer, and is a training in suicide prevention.

"[We did not want] to close [our] eyes to the concern that we may have somes students who are considering self-harm," Bay said. "We're focused on our students and their wellbeing."

The training did not equip teachers to act as a counselor, but taught them primarily how to notice when students need other support.

"Our teachers are the front line," Bay said. "Students who surface and come to a counselor for support, that's one layer, but another layer is those adults who are in students' lives every day, noticing the need."

Students might not know this about advisory because its focus seems to be largely college and career planning, but advisory was in-part created with the mental health of students in mind.

"One of the reasons we actually started advisory was so a student could have one person that they see regularly from freshman year to senior year because your counselors change [and] your teachers change," Bay said.

Advisory is not a guarantee that a student will be close with their advisor, but that does not negate the benefits of having the period worked into the schedule.

"It's one more opportunity for a relationship to be built, for another adult in the building to notice," Bay said.

At the end of the day, the relationships teachers build with students can be key.

"I hope [students] would be comfortable coming to one of their teachers," Justin Peeper, teacher, said. "As teachers, we're there to teach our content, but we're also there to form strong relationships with our students."

Students value those relationships, especially when teachers put a lot of effort in to being there for them.

"There are teachers that are dedicated to their students at Homestead," Samantha Waterman (12) said. "I feel like I've been lucky in that regard, to have teachers who put their students first."

spread design by Lauren Berta

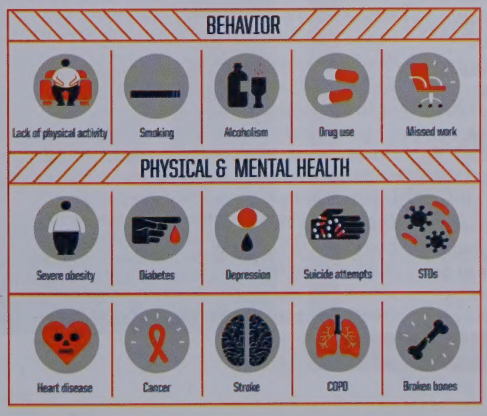
Do you have ACEs at home?

Here is how to determine your ACE score

You have one point for every question you answer yes to. This is your ACE Score. The higher your score, the more likley you are to experience the possible risk outcomes.

Q1	Were your parents ever separated or divorced?	Q6	Did a household member go to prison?
Q2	Was a household member depressed or mentally ill, or did a household member attempt suicide?	Q7	Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
Q3	Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?	Q8	Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
Q4	Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?	Q9	Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?
Q5	Did you often or very often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?	Q10	Was your mother or stepmother: Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?

Possible Risk Outcomes:



For more information on ACEs, visit:

https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences

For more information on trauma responsive practices, visit:

https://kpjrfilms.co/paper-tigers/

Students *RUN* the State

"Getting involved with State Government, is a tremendous opportunity. It gives the students an opportunity to not only learn from our lawmakers, but also to see how the State Government works."
-Nicholas Elchert (12)

" It is important for students to learn about their State Government so that they are motivated to participate in government by voting, lobbying, or joining the school's political clubs."
-Bethany Villaruz (11)

"(Students should get involved in State Government) because the government dictates how everyone lives thier lives... they should exercise their civic duty."
-Jack Gardner (10)

STUDENTS AND STATE GOVERNMENT WORK TOGETHER TO MAKE A STATE THAT WORKS

MIKAYLA HAVISON

Copy Editor

The State Government is a great place for politically oriented students to get involved. From paging and youth councils, to internships later on, the State Government has a variety of opportunities for student involvement.

One of the easiest ways to get involved in the State Government is through their Senate or House of Representatives paging programs. These programs are easy to apply to and allow students to have a government excused day from school, where they learn about the State Government and then sit in on session.

In addition to activities about the processes of the State Government, students also get to meet their senator, deliver notes to senators and discuss with interns, who have behind the scenes access to the roles of government officials.

"I encourage Homestead Students to call your State Senator or State Representative, I also encourage students to become a page and see the wonderful State Government at work," Nicholas Elchert (12), a student who participated in the paging program said.

Apart from learning about the State Government, students can also have an impact on the State Government's legislation by applying for the Indiana Legislative Youth Advisory Council. Also known as ILYAC, the group is composed of 22 college and highschool students across the state, who work together to create a report for the general assembly on legislation related to the youth.

For example, last year, ILYAC endorsed bills that prioritized school supplies for juvenile detention centers, mental health in schools, ending child pornography and increased bus safety.

Students also have the power to influence the State Government by working on State Government campaigns. Although State General Assembly elections do not get the same attention as federal elections, they still are important and often can use extra hands, something that allows students to have a voice in the political sphere. It can also be a valuable experience for students who hope to go into politics themselves.

Former Homestead student and now PFW student, Brandon Blumenherst now plays a role in politics, having worked on campaigns for both Courtney

spread design by Mikayla Havison

Tritch, a candidate for the federal level Senate and Kyle Miller, a candidate for the state's general assembly.

"Homestead did a great job preparing me for life at college, but it also prompted me to develop important life skills which helped me stay on top of projects related to the campaign," Blumenherst said.

Despite a lot of the focus being on the federal government, there are many opportunities on the local and state levels for students to get involved in.

"Political parties and candidates are always looking for input and volunteers, so if you'd like to add to the conversation or work for candidates, there are always opportunities," Blumenherst said.

Students can also get involved in politics by joining either Young Americans for Freedom or Young Progressives, the two political groups at the school.

Additionally, We the People, a class offered at the school, provides students with the opportunity to do research and present on various levels of government, including the state level.

The media often focuses on the federal government's impact on the American people. Even in schools, the federal government is a main focus for teaching; however, the State Government is up to work of its own.

The Ind. State Government is only in session for two or four months out of the year, depending on if the State is redoing the budget; however, during this time a lot is done, which has the power to impact students.

In fact, more than half of the state budget goes towards K-12 education, making it the state which provides the third most amount of money towards improving education.

Although, the State Government has the ability to use their power educational power for the better, such as providing school supplies and resources to schools in need, they can also have a negative impact on students.

For example, last year, the graduation requirements were changed, starting with the class of 2023; however, many school systems were against the change. As of 2023, the government will have to review the law and its impact on students.

The State Government can impact students in many ways, but students can also have an equal impact on the state. With cooperation between the two, government and students can make a state that works.

Students Abby Smith (12), Vanessa Popescu (12) and Peyton Godfrey (12) at the We the People competition last year.

STUDENT INVOLVEMENT IDEAS:

- Appy for the senate paging program at www.indianasenatepage.com
- If you go to an Indiana college, apply for the internship program
- Contact your senator on an issue that is important to you
- Joing Young Progressives or Young Americans for Freedom at Homestead to learn more about politics
- Apply for the Indiana youth council
- Work with ohter students to advocate for a cause
- If you are 18 or older, vote!

STUDENTS *RUN* THE STATE (CONT.): HOW IT WORKS

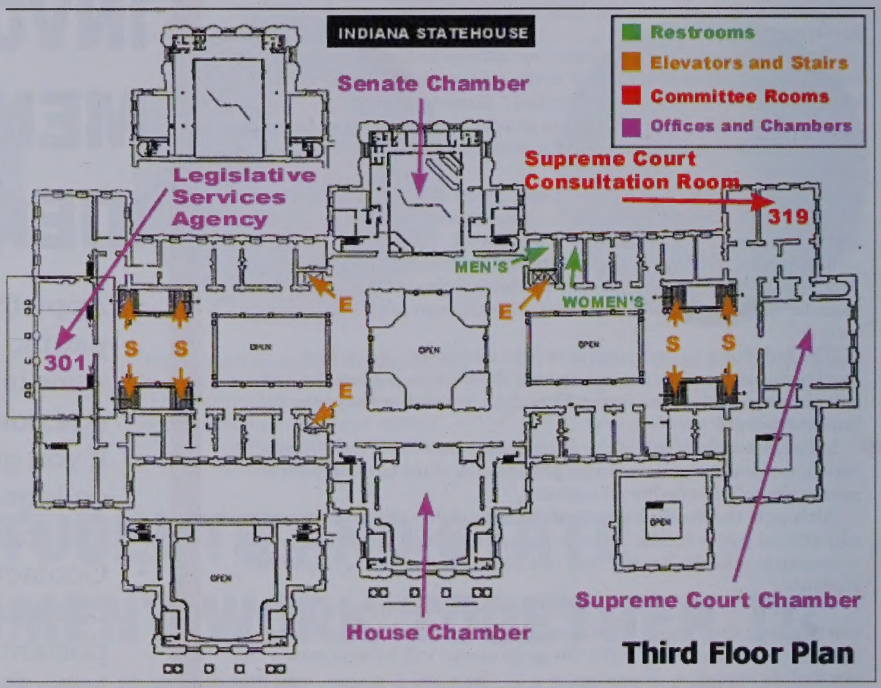
Understanding how the political system works is just as important as staying in tune with current events. To make a change, students should understand how the state government works.

Some essentail things to know before praticipating in a political program or adovocating for a cause are the people you will be working with, what the legislative process looks like, as well as how the State Government is layed out.

At the Ind. State House, the building is divided into four floors. It is a quite beautiful building, as it was restored to its original glory in 1988. Its not the original building as the roof collapsed; however, it is in the same location and has not been reconstructed since 1888.

Currently, the the State Government is largely dominated by Republicans; however, there are many attempts for bipartizan cooperation.

To learns more about the State Government, go to their webiste or take a tour for yourself.



PEOPLE TO KNOW:

Governor
Eric Holcomb
Head of the Executive Branch

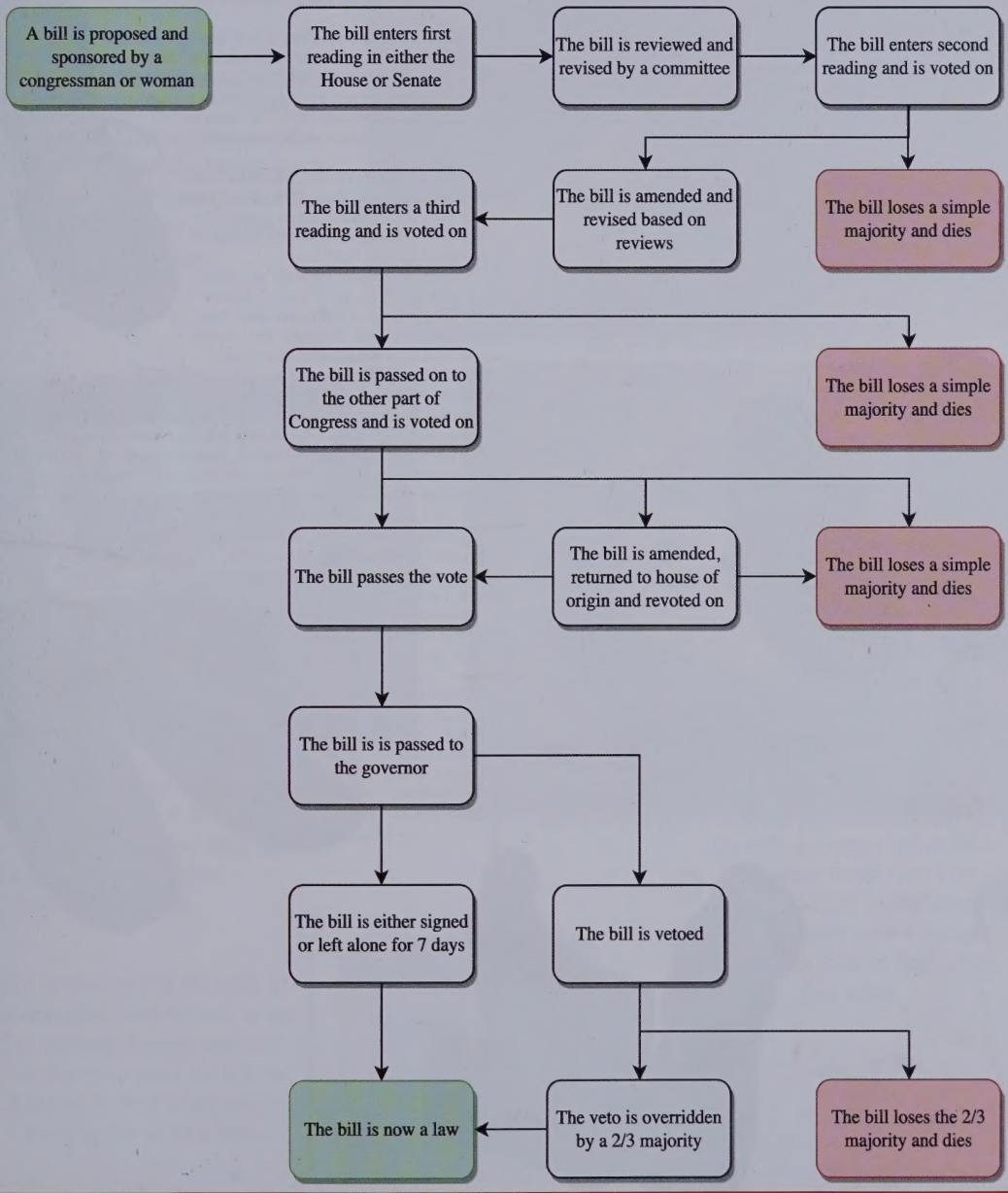
Lieutenant Governor
Suzanne Crouch
Oversees the Senate

Kelly Mitchell
Treasurer
Informed on Finances

Justin Busch
District 4
Senator

spread design by Mikayla Havison

HOW A BILL BECOMES A LAW IN INDIANA


A bill is proposed and sponsored by a congressman or woman
The bill enters first reading in either the House or Senate
The bill is reviewed and revised by a committee
The bill enters second reading and is voted on
The bill loses a simple majority and dies
The bill is amended and revised based on reviews
The bill enters a third reading and is voted on
The bill loses a simple majority and dies
The bill is passed on to the other part of Congress and is voted on
The bill loses a simple majority and dies
The bill passes the vote
The bill is amended, returned to house of origin and revoted on
The bill loses a simple majority and dies
The bill is is passed to the governor
The bill is either signed or left alone for 7 days
The bill is vetoed
The bill is now a law
The veto is overridden by a 2/3 majority
The bill loses the 2/3 majority and dies

The Thrill of Thrifting

JULIA EPLING AND MADDIE MORRIS
Writer

While it may seem as though the latest trends in fashion are out of your price range, many students have found a way to wear what they want, and save money doing it.

Thrift shopping is often subjected to being only for the less fortunate; however, with the popularization of thrifting in the past few years, it's viewed more as a way to save money for people of all ages.

"I've been a thrifter my entire life because my grandma loves thrifting," Zoe Moore (12) said. "Whenever Goodwill has half-price days or special colored tags, my grandma loves going to those... and I always tagged along. It just stuck with me and now I do it on my own."

Fort Wayne has over 19 popular thrift shops such as Goodwill, Salvation Army, Dove's Nest and Treasure House.

"[The] Goodwill...on Brooklyn, really small but has a great selection, the Goodwill [on Jefferson,] and the Salvation Army right in the center of Downtown...are probably my top three favorite [thrift stores]," Moore said.

While many students agree with Moore, others don't enjoy thrifting because they think it's unsanitary to wear used clothes. These critics don't have anything against the people who go thrifting, they just wouldn't go themselves.

"I couldn't imagine buying something someone has worn before," Anon said. "I see my friends do it all the time, but it's just not something I'm comfortable doing."

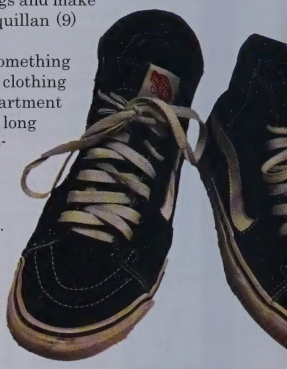
However, with selective shopping and a single wash after purchasing, thrifted goods are good to go.

"I think [thrifting] is really creative because you can express yourself by customizing your purchases...no one is likely to have what you get at a thrift store," Emma Messer (9) said.

It is understood some things found at a thrift store are not high quality and have had their fair share of wear; however, some items can be renewed after a few alterations.

"It is super easy to find brand name things and make alterations by cutting them," Natalee Mcquillan (9) said.

Mcquillan argues thrifting is fun and something different to do with friends and get new clothing you might not find in the mall or in a department store. While she hasn't been thrifting in a long time, she says she would like to go soon because of the experience she's had with it so far.



Thrift stores typically have the best inventory between December to March. That's because because many people donate their clothing around the holidays to declutter for the New Year.

"[When thrifting], go with an open mind and don't be in a rush," Moore said. "Everything is different and you really have to look through the entire rack to find that diamond in the rough."

If you'd like to avoid spending time thrifting in stores, it has expanded to online as well. Unfortunately, big thrifting chains such as Goodwill have not expanded to online shopping; however, new websites such as Poshmark and Depop have recently been created.

"There's an app called Depop...that you can sell clothes on and buy other people's clothes," Moore said. "Usually you get great prices. Some stuff will be only worn once or twice and is on-brand...so I sell on there and buy on there."

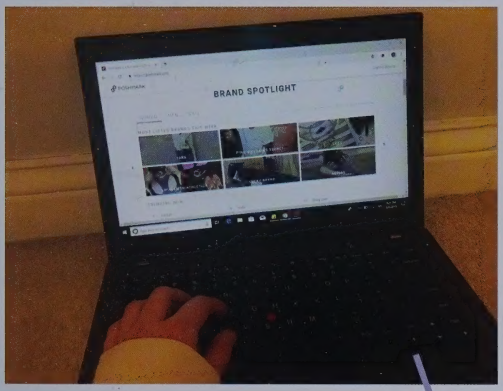
Thrifting doesn't only save money, it also helps save the environment. People throw away 60-80 pounds of unwanted clothing annually and when you thrift your clothes, it lowers your carbon footprint by preventing the manufacturing of new clothes. It also decreases landfill waste.

Before you change or keep your opinion on thrifting, make a trip out to one of the many thrift stores or check it out online. It

spread design by Julia Epling

Thrifting Tips

Make alterations to clothes that don't fit right. There are several DIY videos on Youtube to explain things such as adding holes to jeans, making shirts cropped, and more.



Look online as well. Apps such as Poshmark and Depop are easy to use and it can be easier to find high-end brands.

Go with an open mind and take your time. Don't be afraid to look in different sections and look through the entire rack to find what you want.

Go between the months of December and March. A lot of people donate clothes for the new year, so it'll be easiest to find what you're looking for at this time.

thrifted

TOP trends

SHIRT
SALVATION ARMY
price: $2.99

JEANS
GOODWILL
price: $3.50

total: $6.49

spread design by Julia Epling

retail

TOP trends

SHIRT
FOREVER 21
price: $15.99

JEANS
OLD NAVY
price: $19.99

total: $35.98

Jackie Brenn smiles after winning state in 2018.

Jackie Brenn stands in preperation to dive off the diving board.

PHOTOS COURTESY OF: Ted Brenn, Jill Eakright and Sophia Clendenen

Diving for The Dub

MATTHEW QUINTOS

Writer

Championship diver Jackie Brenn (12) stands perfectly straight, her mind solely focused on her upcoming dive, before taking the plunge into the cool blue water below. In 2016, Brenn became the first freshman in Homestead history to win the state diving title. This year, as a senior, she has added another championship under her belt, winning runner-up her sophomore and junior year. Diving coach Jill Eakright has witnessed Jackie's winning diving career since her freshman year.

"The championship freshman year caught me off guard," Eakright said. "I expected her to do well, but to win was a pleasant surprise. This year, I did see Jackie putting it all together this year and winning state. I think it was a really great way to close out four years that she has trained really hard for."

Eakright is pleased with Jackie's performance every year she has competed at state.

"Every year can be different, but Jackie put together four great state meets. There was not a state meet that was not fantastic," Eakright said.

Brenn's favorite part of diving is the competitive environment and the unpredictability of how a dive can turn out.

"I find that diving has challenged me mentally and I have learned to work through the hard times," Brenn (12) said. "It has also taught me to be humble about things."

Brenn finds that diving, like many other sports, can largely be a mental battle.

"When I am diving, I am very tense at first and very stressed out, but each dive I begin to get more comfortable and relaxed, to a point where I am just enjoying the sport and everything that it has to bring," Brenn said. Eakright is proud of the personal growth Jackie has exhibited throughout her diving career.

"Jackie's biggest growth has been her ability to stay mentally focused during a diving competition," Eakright said. Eakright noted that competitive diving events, unlike swimming events, can be a daylong eleven round ordeal.

Brenn's hardest dive she has attempted was a reverse two and a half tuck on the one meter.

"You go off the board forwards, jump in the air, and do two and a half somersaults backwards," Eakright said. "That dive is a really hard one, it could take a full year of training to be comfortable with the dive and be ready for competition."

Brenn has found balancing school work with her diving aspirations a difficult feat. However, she has found that the key to academic success while balancing a sport is strong time management skills and a diligent work ethic.

"It is honestly really difficult, but I do manage," Brenn said. "I usually try to get homework done in some of my classes and if I have any time before I go to practice I try to do some homework as well. Any amount of time that I have to do at least a small amount of work, whether that is homework or studying for a test, I try to take advantage of that," Brenn said.

Eakright has a steadfast belief in the life lessons diving can provide student athletes.

"Diving helps teach kids the lifelong lessons of showing up on time, working hard, setting goals and making plans to achieve them," Eakright said.

One of the hardest parts of Eakright's job is seeing the hard work a diver puts in not translate to the competition.

"What is difficult is when you see kids disappointed when meets do not go well. You never want disappointment to set in, it is tough to see as a coach" Eakright said.

Next year, Brenn has committed to diving for the Ohio State University.

Jackie Brenn shakes the judge's hand after the state competition.

The J List

JUNE HILL
Online Editor

In this edition of the J list, I recommend some of my favorite places to eat in downtown Fort Wayne. The dining scene downtown has grown exponentially over the past few years, making it fun to be adventurous downtown. All of these restaurants are somewhat recent additions to the dining scene and, feature truly delicious menu items that will not disappoint. The restaurants themselves make for a funky fresh dining experience with their unique decor and chill aesthetics.

Conjure Coffee

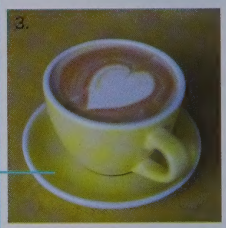
7:00 am to 6:00 pm Monday - Friday, 8:00 am to 6:00 pm Saturday.

Located on the St. Joseph River, this minimalist java joint is the perfect place to sit and do homework (they have free wi-fi) while enjoying a rich and frothy beverage.

These beverages range from Chai teas to Americano coffees and Lavender lattes, but if those don't peak your interest, there is much more on the menu. They also serve muffins, scones and even dainty macarons can be spotted in their little display case. But if you are looking for something more substantial, they make nutrient-packed wheat berry bowls and other delectibles served at brunch.

The mismatched chairs and chill music make the space comfortable and inviting. Hidden behind a large plant, my personal favorite place to sit is a yellow table that has a cheesy, 50's diner vibe.

Conjure Coffee is the perfect place to go next time you are downtown and craving coffee, you just have to get a spot in the miniscule parking lot. Overall, Conjure will delight and excite everyone who is just looking for a good cup of coffee and a cute place to take a picture of it.



1. The view from the door when you walk into Conjure.
2. Some seating options in the back room.
3. A frothy vanilla latte.
4. Flakey pastries behind a glass case.
5. June's favorite place to sit.

Bird and Cleaver

11:00am - 2:00pm (brunch hours) & 5:00pm - 9:00pm Wednesday - Sunday

Bird and Cleaver might be the most boho chic restaurant in Fort Wayne. Located in an old, two-story house turned cozy restaurant, it is a homey comfortable eating experience.

This restaurant has only been around for a few months; they just opened in Fall of 2018, but their menu is delightful. Because Bird and Cleaver is such a new restaurant, their menu items change frequently so they can get a sense of what works and what doesn't. However, whatever you order, will be delicious. This is not a burgers and fries kind of restaurant. Instead you might try the "Night Moves" sandwich: griddled meatloaf, cheddar, house made BBQ sauce and iceberg lettuce on a honey bun. Trust me, it's better than a burger. Or maybe if you are feeling adventurous, order the vegan "Hillbilly Fondu." It is a delicious nacho cheesy dip, that just happens to not contain any cheese and is served with an assortment of crispy things and vegetables.

Bird and Cleaver has a lot of delicious vegan and vegetarian menu items and options available. Honestly it is the only veganish restaurant I have been to, but these healthy options are totally satisfying.

When you go to Bird and Cleaver, try to get a table on the second story, especially if you go for brunch; the natural lighting makes the minimalist bohemian decor glow with hippie flair. It's not expensive, but Bird and Cleaver is not exactly McDonalds cheap, maybe suggest it next time you go out with your family so you don't have to pay.

1. Breakfast sandwich #1 with egg and thick cut bacon.
2. The minimal and clean decor in the downstairs diningroom.
3. Light streams through a window on the second floor of Bird and Cleaver.
4. Customers sit down to enjoy their brunch in the upstairs diningroom.
5. Steak and Eggs June's brother devours quickly after it arives at the table.

spread design by June Hill

Core Life Eatery

11:00am - 9:00pm

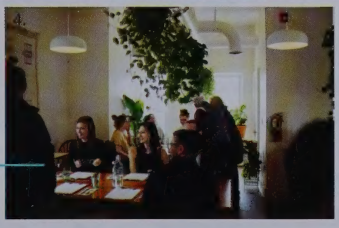
CoreLife is a chain restaurant that has recently opened a storefront in Fort Wayne. It is a delicious healthy alternative to any other fast food chain restaurant. It's similar to Chipotle - you walk through the line as you tell them what to put on your green bowl, grain bowl, or broth bowl.

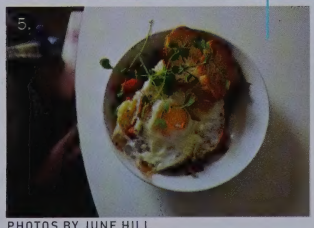
They have a multitude of toppings and add-ins, allowing you to make whatever the heck you want. You start with a base of either greens or grains, then add up to four ingredients like jalapeños, red onions, shiitake mushrooms, and peppers. Step three is accessorising, where you add things like feta cheese, bacon, chicken, a fried egg, or even falafel. Then, choose a broth (beef bone broth, chicken bone broth, vegetable broth) or dressing (thai cashew, greek yogurt caesar, greek yogurt bleu cheese, lime cilantro jalapeno, and more). The combinations are seriously endless.

If those weren't enough delicious decisions to make, CoreLife also serves six flavors of lemonade, from Honey Ginger to Beet, as well as your usual soda fountain options. I have not had much time to experiment with my own combinations, but I recommend the "Korean BBQ Pork" bowl from their menu; it's so filling and delicious and made my tummy very happy.

The best part might be the serving sizes though; it's enough food for you to have dinner one day and lunch the next, or one very large, filling meal.

1. The many different lemonade flavors featured at CoreLife.
2. A spicy chicken quinoa bowl.
3. The dining room at CoreLife is both comfortable and modern.
4. A CoreLife employee puts together June's spicy chicken bowl.
5. Some of the many optional toppings on display behind a glass case.





PHOTOS BY JUNE HILL

spread design and graphic by June Hill

Do influencers actually have any influence?

In 2019, you do not have to look very hard to find someone who claims to be a "Social Media Influencer." The term "influencer" is defined by Urban Dictionary as: "someone with a lack of intelligence and a lot of free time on their hands" who has a large online following. These people are often, believe it or not, YouTubers, creating hours and hours of content that their fans eagerly lap up.

They call themselves influencers, but do these people actually have influence on anyone?

Hadlee Mertz (10) is a YouTuber and started her channel in 2013. She describes her channel as a place to find "vlogs, music, and other random videos, who knows what I'll come up with!"

"This is just like kind of a fun thing to help me get more experience because I want to go into film when I get older," Mertz said. "I'm not doing it to get famous at all."

Mertz's channel is mostly just for fun, but she does put a lot of work into editing and perfecting her videos.

"It can be so time consuming," Mertz said. "I know there are some vloggers out there who just hire people to do it for them because it can take hours."

But within her editing process, Mertz acknowledges feeling inspired by other YouTubers: Emma Chamberlain for example; the quirky and relatable teen who posts everything from casual car vlogs and storytime videos, to her baking "mediocre vegan cookies" in her apartment. She has more than seven million subscribers and is only 17 years old.

"Everyone knows Emma Chamberlain," Mertz said, laughing.

Elle Mills is another influencer whose video style Mertz admires.

"She posts vlogs but they aren't like regular vlogs; they are these cinematic really cool videos," Mertz said.

Mertz draws inspiration and ideas from these bigger Youtubers and she tries to add some of their flair into her videos.

So, influencers like Emma Chamberlain and Elle Mills can have some influence on other YouTubers like Mertz. But what about these bigger influencer's subscribers? Are they affected by their favorite Youtuber's content?

"Some Youtubers have really good advice that sticks with me."

One way to answer this question is by looking at the merch they sell. It's everywhere. The phrase "swipe up to buy my merch" is enthusiastically shouted on many Youtuber's instagram stories. Influencers will interrupt the flow of their videos for thirty seconds or so to promote their merch, and you know you will be told to "check out the link in the description box" at the end of every video. But somehow, this constant, unrelenting nagging works. Youtubers can persuade viewers to make certain purchases.

"I bought merch from James Charles," Amber Austin said (10).

James Charles is another major influencer. He is a makeup artist, a flamboyant 19 year old with a loud personality and a whopping 14.8 million subscribers.

He begins every video with a welcoming "Hi sisters!" And so, fittingly, the word "Sisters" is emblazoned across many of his subscribers chests after they have whipped out their credit cards to buy his merch.

"I watch almost all of his videos," Austin said.

And she is not alone; Charles gets more than 5 million views on the majority of his videos.

Other Youtubers sell merchandise too, but those are not the only buying decisions they can influence.

If a Youtuber has enough subscribers then brands will reach out to them and ask if they can sponsor a video. This means the brand will pay the Youtuber a sum of money if they spend a few minutes promoting their product in a video.

Plenty of Youtubers do promotions for companies; David Dobrik will frequently tell his viewers how great SeatGeek is and how they help him buy cars for his friends, and Haley Pham raves about Fabletics in multiple videos. HelloFresh and Blue Apron, two companies that will send dinner ingredients and recipes right to your door, have sponsored many Youtubers who will cook one of their meals in a video. And finally Dote, perhaps the pièce de résistance of sponsored posts, is an online shopping app that sent dozens of teenage vloggers to Fiji back in September. Dote paid these influencers (sometimes called Dote girls) to wear Dote clothes and swimsuits for the entire trip, and post about it all over social media and YouTube. The Fiji vacation was basically one long photo shoot, beautiful tanned girls flashing their pearly white teeth and flouncing around the white sand beaches in bikinis.

These elaborate promotional schemes can add to the content value of YouTube videos, and they can be very persuasive.

"Normally if she does a promo I will skip them, but if the product interests me, then I will watch it," Evie Quehl (10) said of one of her favorite Youtubers Jenna Marbles. "I trust her opinion because I know that if she does a promo for a product, then she actually likes it because she doesn't do many."

It helps if the subscribers are big fans of the Youtuber.

"I think I'm more likely to buy something if I am a fan of them," Leena Hussain (10) said.

Plenty of Youtubers claim that they will only do a promotion for a product if they like it. It can be hard to tell whether that is the truth though. Many Youtubers may just be looking to make a profit from their videos.

Yet another way Youtubers can influence their subscribers is through advice they give in videos. A lot of these advice videos can actually have helpful tips, even the ones where the Youtuber labels themselves a totally unlicensed therapist. These influencers are, after all, real people with real life experience, sometimes it can be a good thing to heed their advice.

"Some influencers have really good advice that sticks with me," Hussain said.

Quehl feels the same way about Jenna Marbles.

"I will sometimes follow advice that she gives because she has good opinions, and I trust them because she has a master's degree," said Quehl.

Youtubers can also influence their subscriber's personal style. If a Youtuber posts a "get ready with me" video or a clothing haul, they can inspire their viewers outfit choices.

"I definitely find myself following their style," said Austin.

However, not every subscriber follows Youtuber style trends.

"For style I kind of do my own thing, but I appreciate influencer's style," said Hussain

Because many Youtubers have masses of attention from their subscribers, it is inevitable that bits of their lifestyle or habits will wear off onto their viewers.

But Youtubers literally get to edit out what they do not want their subscribers to see. Their lives are curated and seem impossibly perfect from the outside. It is okay to be inspired by influencers, but it is important to remember to stop and not blindly pass over credit card information just because the Dolan twins said to.

So yes, YouTube and its many famous account owners do have a lot of influence over teenagers today. This can be a good thing; like in the cases where the Youtuber recommends a product they truly love and want to support, but it can also be dangerous like when a Youtuber gives bad advice. As consumers of Youtube, subscribers have to be careful of who they trust, and when to follow advice, because after all, it should be their decision when to let themselves be inspired by their favorite influencers, and not the influencer choosing when to inflict their "wisdom."

IT'S RAINING CATS AND DOGS

MIKAYLA HAVISON

Copy Editor

INTRODUCING... CATS!

There is nothing purer than a cat. Nothing more temperamental, real, sweet and bipolar. Cats know what they want and if a person is lucky enough, the cat will want them and give to them love unlike that of any other creature.

The bond between a human and a cat is real. A cat's selective nature does not invalidate their purity, but rather enhances it. Many dog lovers would suggest that the bipolar nature of cats makes them unlovable; however, the bipolar nature only makes the love more real. If a person loves everyone, do they really love anyone?

The argument for cats is simple: the only people who don't like them aren't fortunate enough to be loved by them. Cat-haters' ignorance for the reality of cats is the only explanation for their dislike. If a person truly understands cats, then it is impossible not to love them.

A love for cats is justified, irrefutable and logical. To state it bluntly, the facts for cats are more prevalent than the facts against them.

YOU DON'T HAVE TO BE CRAZY TO BE A CAT LADY

One of the common misconceptions about cats is that a person must be crazy to love them.

Loving cats does not mean that a person must have four or more of them. In fact, having that many cats is unhygenic, and reflects abuse rather than love depending on the size of the space the cats are occupying.

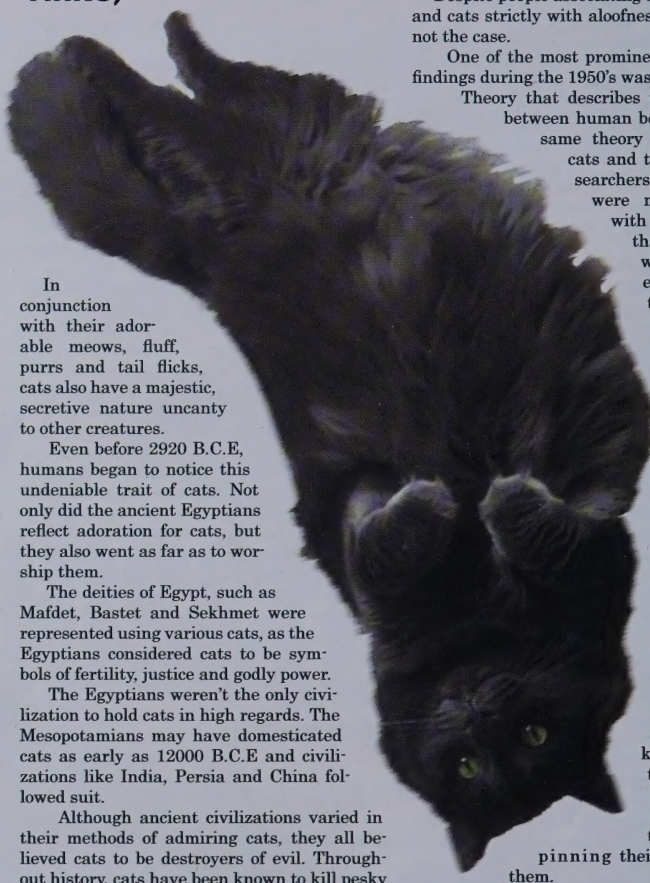
Although having many dogs is less stereotyped than having many cats, the effects are the same. It is illogical to assume that one is any more or less crazy for having many cats, when having many dogs has the same effect.

Additionally, people with cats are often stereotyped as being antisocial. This statement may have some truth; however, being loved by cat reflects a multitude of other characteristics that are worth more than sociability: patience, resilience and compassion.

Apart from just the stereotype of a cat lover's characters, most cat-lovers do not resort to the "insanity" of owning ten cats, invalidating the argument that cats make people crazy.

In 2012, 36,117,000 U.S households were cat owners. Within these households, there was an average of 2.1 cats, much lower than the required number to be crazy.

GODLY CREATURES (JUST ASK THE EGYPTIANS)



In conjunction with their adorable meows, fluff, purrs and tail flicks, cats also have a majestic, secretive nature uncanty to other creatures.

Even before 2920 B.C.E, humans began to notice this undeniable trait of cats. Not only did the ancient Egyptians reflect adoration for cats, but they also went as far as to worship them.

The deities of Egypt, such as Mafdet, Bastet and Sekhmet were represented using various cats, as the Egyptians considered cats to be symbols of fertility, justice and godly power.

The Egyptians weren't the only civilization to hold cats in high regards. The Mesopotamians may have domesticated cats as early as 12000 B.C.E and civilizations like India, Persia and China followed suit.

Although ancient civilizations varied in their methods of admiring cats, they all believed cats to be destroyers of evil. Throughout history, cats have been known to kill pesky mice and even snakes, making them cleansers of the world's vermin and worshipable in the eyes of many.

Despite dogs being dubbed "a man's best friend," the psychological impact of cats on humans is just as profound, if not more profound than those of dogs.

A CAT IS A MAN'S REAL BEST FRIEND

Despite people associating dogs with loyalty and cats strictly with aloofness, this is simply not the case.

One of the most prominent psychological findings during the 1950's was the Attachment Theory that describes the relationship between human beings. When the same theory was applied to cats and their owners, researchers found that cats were more hospitable with their owners than they were with strangers, suggesting that cats are less aloof than dog-lovers believe them to be.

Cats also share their affection. Similar to dog's tail-wagging, cats purr to show happiness or gain attention form their loved ones. They also blink slowly to reflect trust, follow their owners to show attachment and knead their paws to reflect joy, all emotions that cat-haters seem to ignore when pinning their disdain on them.

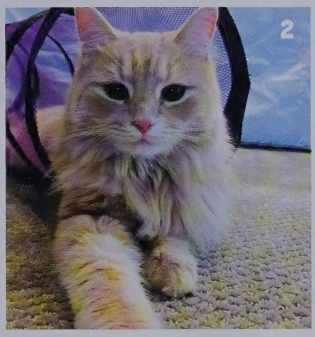
Although cats also have natural instincts, which can instoke aggression, they also have a much friendlier side, making them great companions for anyone to enjoy.

spread design by Mikayla Havison

CATS AREN'T THE ONLY ONES

Center Left: Brooke Clements' (10) cat, Parker, rolls over for a belly rub.
Left: The Asher's (9) cat, Emma, strategically plays a game of chess.
Image 1: Matthew Stuteville's cat, Tuxedo, who likes to be held on her back.
Image 2: Birgette Johnson's (9) cat, Rowan enjoys some quality time in a mesh tube.
Image 3: Khira Hickbottom's (12) cat, Ocho hides in a bag. Many cats enjoy hiding in bags or cardboard boxes because of natural instict, as well as because of the coziness they provide.
Image 4: Kendall Johnson's (10) cat, Lucy.

Photo credits to pet owners



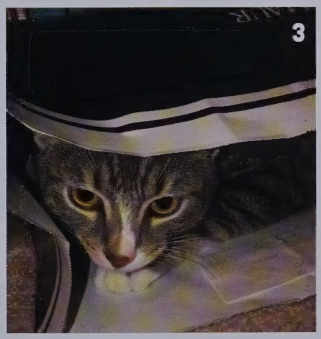
PURRFECT PETS

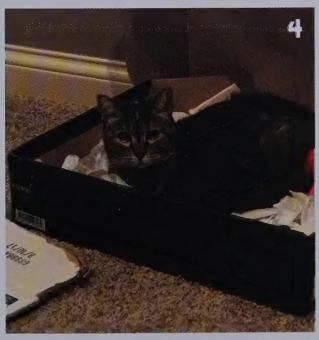
Apart from their cuteness, cats are also the most practical furry companions.

Financially, cats are cheaper. According to the ASPCA the average cat costs roughly $670 per year where as medium dogs cost $695 per year and larger dogs can cost $875 per year. Cats are also cheaper with insurance, costing an average of $20.99 per month, compared to dogs whose insurance cost roughly $42.45 per month.

Cats are also more practical in the sense of time. Dogs have to be walked and let out to use the restroom; however, cats are much less demanding and use a litter box. Additionally, most cats despise being walked, saving owners time and effort. On average, cats sleep 15 hours a day, meaning that there is time to play with them, but they don't demand constant attention.

In total, when compared to dogs, cats are victorious. Their fluffiness, cuteness and wonderfully unique personalities make them pets that are worthy of love. Despite argument that cats are less friendly, the facts show that the pros of cats far out way the cons.





Stephanie Merkling, teacher, has two snakes in her classroom. The lighter of the two is Fuego, which means fire in Spanish, and the darker is Kaa, in reference to the character from the Jungle Book.

Scott Hill, English teacher, has a fish named Breighton in his classroom, who was named by a student, who also named one of the classroom ferns.

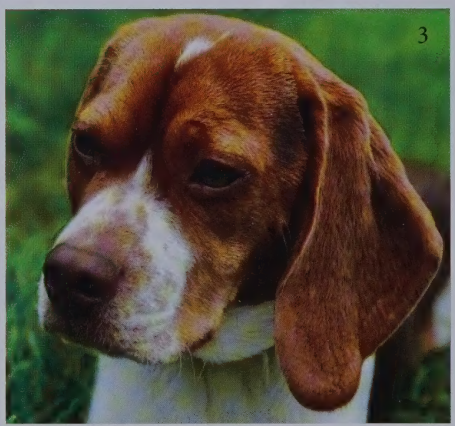
Nathan Arata, a science teacher, has hissing cockroaches in his classroom. Although he only intended to have about nine in his classroom, they bred and he now has more than anticipated.

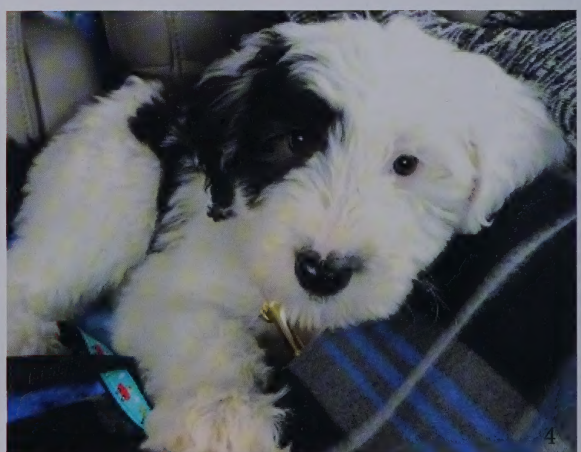
Teachers' Pets

That's no ordinary bearded dragon, that's Raffy the wonderous lizard owned by Nathan Arata.

Look out its Rio! The lovely snake who loves attention owned by Nathan Arata.

Nanananananananananana Batman! -and Speedracer! The two sassy snakes owned by Stephanie Merkling.





1. Whitley owned by Grace Swangin (
2. Nico owned by Caroline Ringquist
3. Doc owned by Olivia Burch (9)
4. Zues owned by Caroline Ringquist
5. Rocky owned by Grace Swangin (9)
6. Banks owned by Keely Groholski (9
7. Alvin, local police dog

Man's Best Friend

KEELY GROHOLSKI
Writer

The article that proves dogs are better than cats

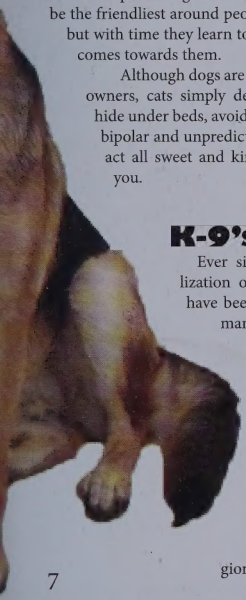
Intro

The warring debate over whether cats or dogs make the best pet continues even today and will throughout the course of history. The facts and statistics clearly show that dogs are clear winners.

You're Barking Up the Wrong Tree

Now, cat lovers may say that dogs are more aggressive than cats. Although this is sometimes true, cats are not out of the woods yet. Cats are aggressive over their territory while dogs are aggressive when protecting their owners. Dogs may not be the friendliest around people they do not know, but with time they learn to love any human who comes towards them.

Although dogs are very defensive of their owners, cats simply despise everyone. They hide under beds, avoiding everyone. Cats are bipolar and unpredictable; one minute they act all sweet and kind, another they hate you.



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K-9's in Time

Ever since the ancient civilization of Mesopotamia, dogs have been used to protect humankind. Ancient History Encyclopedia tells us that "The Epic of Gilgamesh from ancient Mesopotamia (dated to 2150-1400 BCE), dogs appear in an elevated role as the companions of one of the most popular goddesses of the region; the goddess Inanna (Ishtar) travels with seven prized hunting dogs in collar and leash." Dogs are worshiped as the protectors and bringers of happiness to humankind.

Dogs have migrated to many parts of the religions, like Hinduism and Christianity. A cute little saying in the Christian religion is that Dog spells God backward. Dogs were even tamed by Saint Francis of Assisi, who talked to and tamed wolves because he thought they were creatures of God. Plus in Hindu Mythology they are said to guard the gates of Heaven.

Cats, on the other hand, are popular in one ancient civilization, Egypt. Cats were worshipped because of an ancient war and death goddess Bastet. Bastet is depicted as savage and unforgiving, but kind and gentle. Hypocritical, that's what she is.

Scientist's Best Friend

Dogs give off a chemical called Oxytocin, aka The Cuddle Chemical. This chemical is produced when someone feels love, and it causes the people around the little canine to feel comfortable as well. A bond with an animal is supposed to be filled with love and care, not scratches and sniffles that cats cause. Therefore, all cats give you is allergies.

Cats show more signs of kids and even adults being allergic to their fur or shedding. According to LiveScience, 6 out of 19 children are allergic to cats. Although it isn't just hair that causes kids to sniffle, it might also be their spit or even the dander under their fur.

Plus, dog owners are known to have lower blood pressure, lower cholesterol and are less likely to have minor or even serious health issues. Dog owners build up a stronger immune system, which means fewer doctor visits and fewer prescriptions. People recover faster from heart attacks with a dog rather than not, and taking a dog on walks improves your mental health and psychical health.

People's choice

Among the 7 billion people on Earth, dogs are considered the best. According to the ASPCA, 44% of households own a dog while only 35% own a cat. Some of the most famous people own(ed) dogs such as Stephen King, Marilyn Monroe, Elvis Presley and even the Queen of England.

Elvis Presley even wrote a song about his little pooch called Old Shep. Along with Paul McCarthy and even the famous Audrey Hepburn! Speaking of show business, there are a lot of movies featuring dogs, like Isle of Dogs, A Dog's Purpose and Cats vs Dogs. Dogs are seen as the universal friend of man while cats are seen as nasty and malicious.

Now it isn't just show businesses who own these prized pups. Even world leaders such as John F. Kennedy and the Queen of England are dog owners. John comes up with a total of 9 pouches while the Queen has a total of 30 corgis! The Queen calls them "sophisticated yet so cute!"

Even all of Japan thinks that dogs are much better in a short story named Hachi. Hachi is an Akita Inu and was born in 1923. Hachi's owner had to move with her husband so she left the pup with her father. Upon first glance, the father saw the dogs' legs were crooked looking like the symbol 8 (八, which in Japanese is pronounced Hachi) so the father, named Eisaburo Ueno, called him Hachi.

The professor took good care of him but had to leave to his job by train so Hachi would follow him and wait by the train station for him to return home. A few years later Ueno died of a cardiac arrest. Hachi did not know his master had died and waited by the train station, day and night through rain or shine. Hachi unfortunately died but the train station commemorated his death with a statue calling Hachi, the faithful dog.

Hachi is just one example of how dogs are caring, faithful and will always be there for you. Dogs are one of the best animals to have that will protect you, care for you, and always make you happy.

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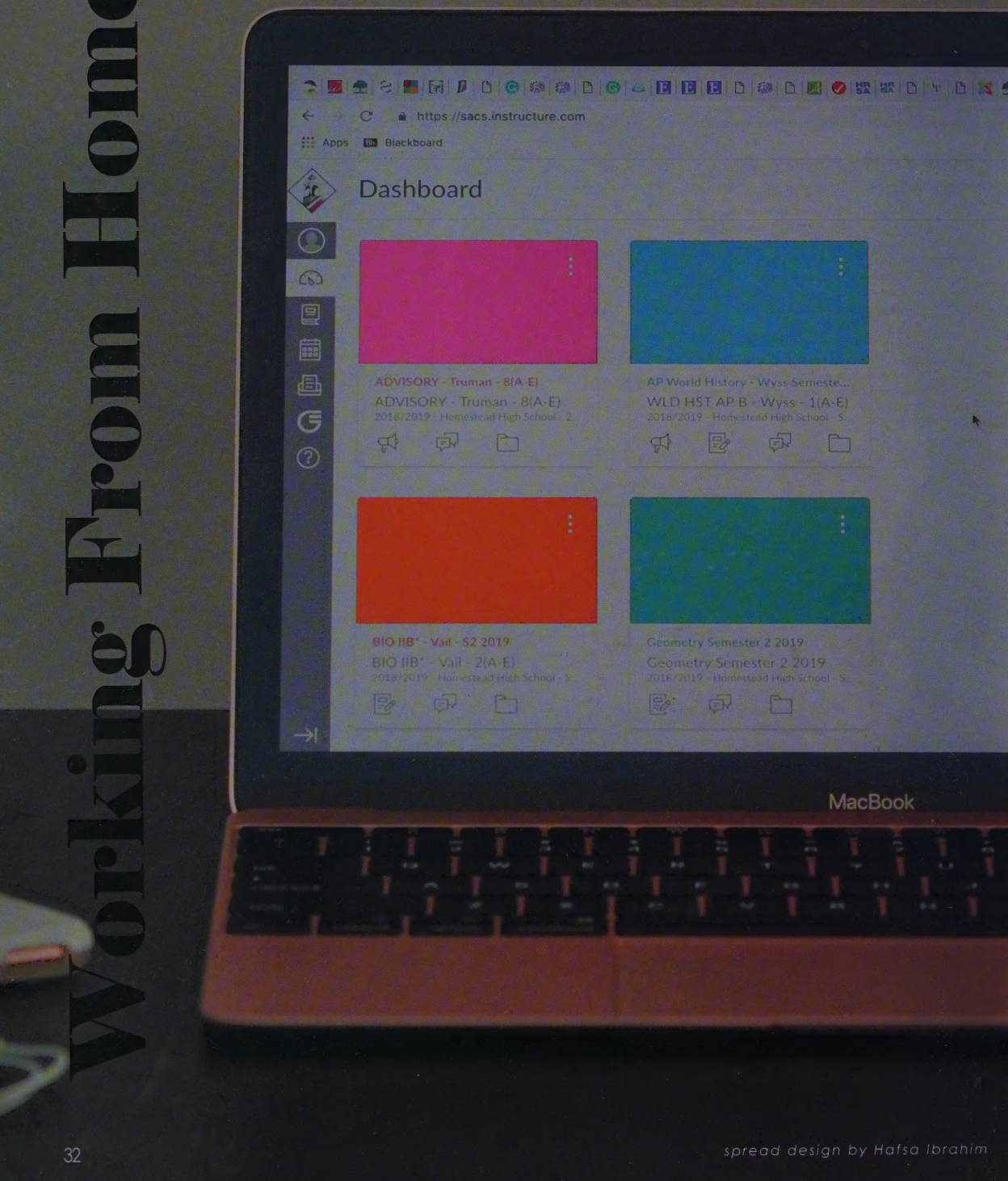
Working From Home

E-LEARNING DAYS SHOULD BE SNOW DAYS


https://sacs.instructure.com
Apps
Blackboard
Dashboard
ADVISORY - Truman - 8(A-E)
ADVISORY - Truman - 8(A-E)
2018/2019 - Homestead High School - 2...
AP World History - Wyss Semeste...
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BIO IIB* - Vail - S2 2019
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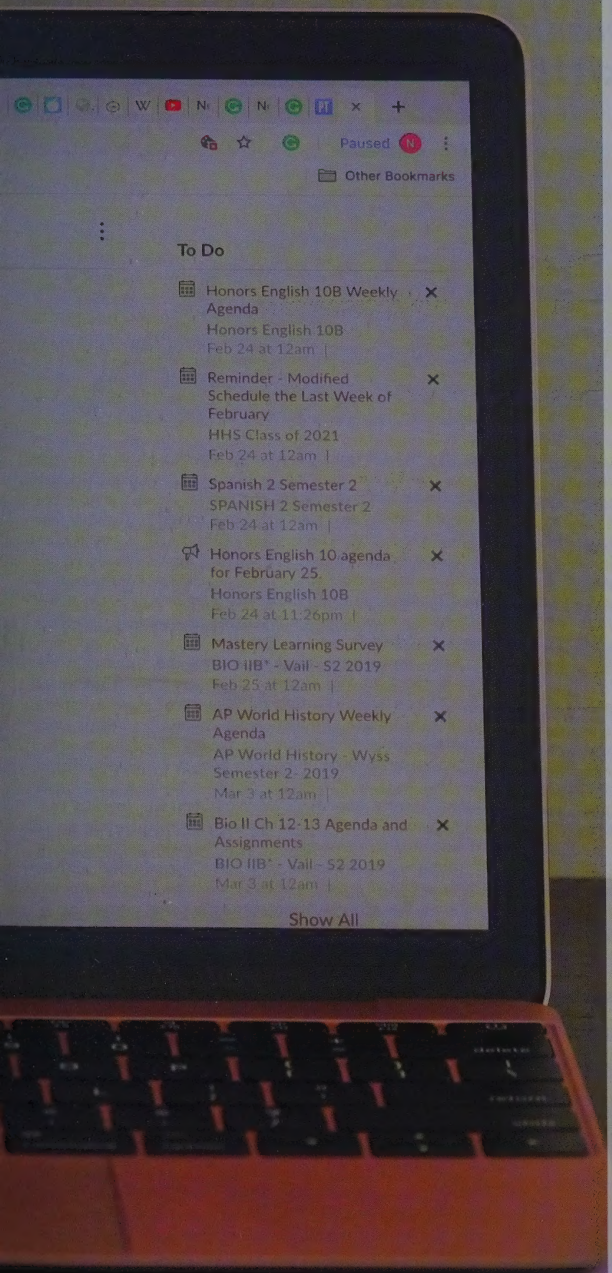
MacBook

spread design by Hafsa Ibrahim

HAFSA IBRAHIM
Writer


Paused
Other Bookmarks
To Do
Honors English 10B Weekly Agenda
Honors English 10B
Feb 24 at 12am
Reminder - Modified Schedule the Last Week of February
HHS Class of 2021
Feb 24 at 12am
Spanish 2 Semester 2
SPANISH 2 Semester 2
Feb 24 at 12am
Honors English 10 agenda for February 25.
Honors English 10B
Feb 24 at 11:26pm
Mastery Learning Survey
BIO IIB* - Vail - S2 2019
Feb 25 at 12am
AP World History Weekly Agenda
AP World History - Wyss Semester 2- 2019
Mar 3 at 12am
Bio II Ch 12-13 Agenda and Assignments
BIO IIB* - Vail - S2 2019
Mar 3 at 12am
Show All

E-Learning is a SACS procedure aimed at ending school and starting summer break at the same time each year. Rather than lengthening the school year, students can effectively log on to a computer and attend classes in a virtual learning session. However, I question the effectiveness of staying at home and completing assignments.

Learning at home has become an arduous task. The anxiety of having to turn in several different things by midnight is not my idea of what a snow day should be.

After the painstakingly long four days of polar vortex weather, most students were in agreement that e-Learning took a great toll on their mental well-being and overall happiness.

"It was definitely not a fun and fresh time," Gabie Querry (10) said.

Although e-Learning prevents the halt of curriculum during bad weather, is there any actual learning that takes place? In the absence of teachers, students are forced to independently work on their assigned tasks without guidance or help.

If, in fact, a student runs into a problem, an email must be sent to the particular instructor regarding the issue. When teachers don't promptly reply, it can be challenging for students to complete their assigned work. This undoubtedly adds to the stress on e-Learning days.

On top of that, what can be especially inconvenient is when teachers expect students to learn and understand new concepts through, for example, a video or a powerpoint, and then give a test or quiz over the specific concept the following day without any clarification or practice with the material.

Being in a classroom is invaluable to maximize the learning experience. The silence and lack of disturbance students receive at school is crucial to fully retain and process information. At home, it can be extremely difficult to concentrate because of noisy siblings or friends who came over to spend the e-Learning day together.

Ideally, teachers are supposed to make up for lost class time by giving work that would and could have been done within the class period. When teachers unintentionally assign tasks that take longer than 45 minutes, which is not uncommon, it can be frustrating for students who have difficulty finishing things quickly, and can even lead to working late into the night. As a student myself, I cannot recount a time when I was able to finish e-Learning within a 7-hour time frame.

Additionally, it can be difficult for teachers to teach new material on cancellation days, and busy work becomes an alternative to learning.

"I feel like you can get a lot of work done but you might not be learning [as much]," Emily McLaughlin (11) said.

In truth, e-Learning does not feel like a day of productivity or actual education. Rather, it feels like a mad rush to finish assignments before a deadline. There usually isn't enough time to go through each assignment carefully and meticulously, so the work is often carelessly and quickly sped through.

It is nice to avoid the subtraction of days from summer vacation and the stress of making up for lost class time. However, I would much rather enjoy the freedom of having no school and no work, and let a snow day be a snow day.

Spartans Speak

Homestead's AP Composition classes write OpEd's on ideas for which they are passionate

This Sucks

KHIRA HICKBOTTOM

This morning I woke up at 6:50, groggily flipped on the LED lights in my bathroom to take a short shower, and brushed my teeth, making sure to turn the faucet off between spits of Colgate. After getting dressed in near darkness, I made my way downstairs to fill my reusable k-cup with coffee grounds, stirred cream and sugar into my usual thermos, and waited to warm my car until I got in.

Every morning the same: save water, save gas, save your planet.

Small choices I've been trained to think will make a world of difference. Small choices that are impactful in numbers, but amount to nearly nothing alone.

Towards the end of 2018, the headline "How Heartbreaking Turtle Video Sparked Plastic Straw Ban" appeared on my Twitter feed, along with a picture of a tanned woman holding a hulking sea turtle and a link to a video dated back to 2015. Marine biologist Christine Figgener's work in Costa Rica, while not intended to reach millions three years post completion, had sparked a nationwide display of undignified self-interest.

I could almost hear Sarah McLachlan's animal shelter hymnal wavering in the background as I watched Figgener surgically remove a plastic straw from the turtle's nose. Hours later, the clip, accompanied by the hashtag #SavetheTurtles, had gone viral. From local news channels to clothing companies, everyone was boasting the latest environmental craze through forced tears that masked their hardened hearts.

Vendors produced t-shirts with the hashtag emblazoned next to their logo, Twitter savvy citizens refused straws at restaurants, and Starbucks created a new lid to accommodate for the absence of the thin plastic tubes. And yet, this seemingly valiant effort translated to petroleum powered apparel factories releasing emissions in the name of Mother Nature, waiters discarding unused straws left on restaurant tables, and baristas sealing coffee cup lids that use more plastic than they did before. The problem was diverted, not solved. Blind actions like these, however well-intentioned they are, harm far more than they help, placing the blame on something as silly as a straw rather than the inefficient industries that prop up pollution in favor of economic success.

A couple weeks following the frenzy, the Internet retired from activism and promptly returned to memes. Like Ugg boots and mood rings, saving the Earth is considered a fad, a trend, something you might consider doing on a Saturday afternoon when you've nothing better to do. Although thousands signed their name to a petition to ban the use of straws in public facilities, they undoubtedly returned to their old habits once the turtle had swum to the recesses of their mind. The deterioration of the Earth is not drastic enough to maintain public attention, so we slip "save the world" at the bottom of our to-do list with no intention of actually checking it off. Only when the water is too filthy with our waste will our narcissistic eyes see the true reflection of our character.

While actually picking up a cup gave Americans the arm workout of the century, short-lived environmental efforts like the eradication of k-cups and straws expose the selfish simple mindedness of humanity. People participate because they want the feeling of altruism without real sacrifice, and businesses garner support to divert attention from the billowing clouds and chemical-ridden waters pouring from their "environmentally friendly" establishments. There is a sickening irony in their use of the red herring, diversion fallacy to justify the destruction of an animal with the same namesake. Nearly 500 million straws are used every day in the US, which I admit is astounding, but 80% of ocean pollution is accounted for by sewage and agricultural runoff.

We have much bigger fish to fry.

Miniscule, singular actions are a cop out. Instead of making tangible change, we find comfort and even pride in practically effortless, but undeniable popular campaigns. Getting rid of the straw isn't necessarily counterproductive, but stopping there is. Figgener said herself that she was pleased by the reaction, but didn't want anyone to feel they were "getting off easily just by eliminating plastic straws."

The United Nations, constantly working to generate practical, everyday solutions against pollution, intended for all single-use plastics and materials to be cut back, so while you're at it ditch the cutlery, coffee stirs, and wet wipes. Buy locally, fill a reusable water bottle, compost leftovers; turn your little promises into something big. If the world is our oyster, then we must start protecting the water it inhabits, and that protection begins with bounds, not baby steps.

I am not asking you to sledgehammer your shiny new SUV or power your house by peddling from dawn until dusk on a stationary bike, but suck it up and sacrifice more than just a straw.

spread design by Lauren Berta

Working at McDonald's is Worth it if I Learn to Think for Myself

SAMANTHA WATERMAN

I'm tired of old people with cushy jobs and STEM degrees telling me I'm going to work in fast food.

Every time I tell my friends and family that I'm going to be an English major I immediately see their faces turn sour. "But I want to go to law school afterwards," I quickly add, watching as their expressions soften. To them, earning a degree in a subject area without a traditional path to a career is akin to throwing four years of college tuition into the trash. My desire to learn for the sake of learning has been equated to laziness and a lack of focus.

As my freshman year of college is right around the corner, I continually find myself asking the same question: Why would the prospect of studying the liberal arts make anyone cringe?

Well, let's ask my 14-year-old self.

At an early age I fell victim to the idea that a degree serves as a means to an end rather than a springboard to a lifetime of exploration. I then vowed that I would go to medical school after discovering a vague interest in Mendelian genetics. But admittedly, salary served as my main motivator, as it does for so many. I never considered that college was an important time for personal growth, not just the furtherment of a career.

Schools all over the United States have adopted my flawed childhood logic, most recently the University of Wisconsin, jettisoning their once-famous liberal arts programs, citing a lack of "usefulness." As people, we constantly look for quantifiable measures of success—and often this comes down to money. Before students even get a chance to discover who they are, schools throw the idea at them that they'll never earn a living wage unless they enter a "safe" and "respectable" career field. Immediately, this warps students' perceptions of the educational experience, characterizing the learning process as one of desperation rather than exploration.

In the nationwide purge to rid our schools of the liberal arts, the benefits of the curriculum have been forgotten in favor of a reliance on largely ineffective methods of education, such as rote memorization and a cramming of facts, dedicating little time for enriching discussion and critical thinking. Dr. Richard Paul, an expert researcher at the Foundation for Critical Thinking, notes that, shockingly, "most college faculty...lack a substantive concept of critical thinking," which will leave students "without the intellectual skills necessary for reasoning through complex issues," leaving them essentially empty-headed, but with a degree earned in a perfunctory manner.

In this sense, colleges have essentially become high-level vocational schools rather than institutions that force students to think in new ways, challenge their perceptions, and grow them as people—goals the liberal arts attempts to achieve. Without the ability to problem solve or to think deeply, what kind of success can one find in any career? Forget a career, for that matter. What kind of success can one find in life?

The original aim of the liberal arts, dating back to the time of the Ancient Greeks, was to create a society of free-thinkers. Watching the newest developments in politics and public opinion, I can't say that I've seen an increase in autonomy of thought in my lifetime.

Quite the opposite, in fact.

Not only have we strayed away from the practice of free thought, we have actually entrapped our own minds even further than ever before. Without realizing it, we are rendering ourselves incapable of thinking for ourselves, opening up the danger of allowing ourselves to be manipulated—whether it be by politicians, by coworkers, or by any other Machiavellian figures we may face.

Without the exercise in critical thinking and reasoning that comes with a liberal arts education, we are left as little more than unquestioning cogs in the machine of society. My own study of literature, philosophy, history, and all the other subjects that fall under the umbrella of the liberal arts showed me more about what it means to be human than any biology textbook could, and I'm afraid that the condemnation of the liberal arts is depriving an entire generation from having an equally meaningful experience.

I'm not arguing for the abolishment of work by any means. I recognize that career training and employment is essential for the functioning of society. However, so is the ability to think for oneself, and I cannot sit idly by as we abandon that idea in favor of becoming perfect cogs fit for corporate machines.

I would much rather be a free-thinking McDonald's cashier than a close-minded CEO.

Spartana

May 2019 / Issue 6

Turn to page 24 to read a satirical story with a punch of realism on the long-terms effects of styrofoam.

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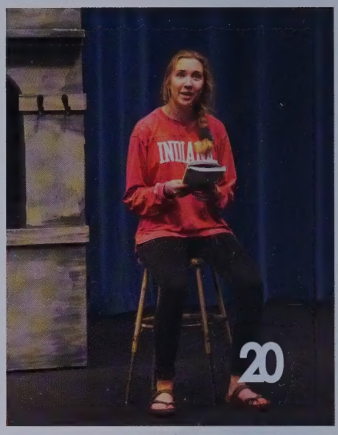

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spread design by Mikayla Havison

Letter from the Editors

Hey Spartans! We hope you all had a wonderful spring break and enjoyed your time off. Although many of your are certainly restless for the school year to end, there is still a lot that the rest of the school year can offer and it will all quickly fly by. In this issue, we cover important summaries of events that occurred before spring break. These events include DECA, the dance team's trip to nationals, and the radio class trip to Indianapolis and the suspiciously smaller cookie size. All Homestead teams were extremely successful in their competitions!

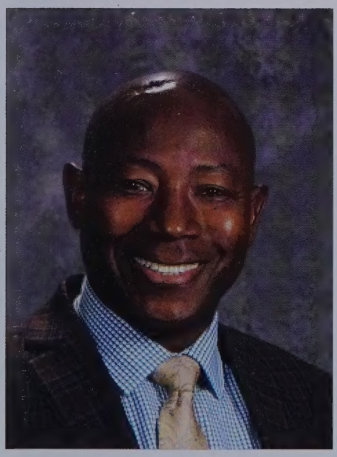
During this time of the school year, students seem to always struggle with motivation to learn. Thus, we have included an article featuring the different types of learners in the hopes that students are able to identify themselves and better adapt their studying habits. Furthermore, we feature an article covering the controversial addition of seat belts to some school buses. Will more school buses have seat belts in the future? Why were they just added? Check out page six to find out! Another controversial issue is the presence of the pro-life group often standing next to Homestead's entrance with graphic signs and posters. Learn more about this group and what their mission is.

A common pastime for many students is also taking personality tests, with the Meyers-Briggs personality test mostly likely being the most popular. In this issue, we determine the accuracy of these tests and what their results mean for you. As the May first day approaches, many seniors must make the final decision of where they will go to college. Learn some factors that other seniors used to choose their college and where some out of state students are going.

Art wise, we feature pictures taken during the convocation and details about the upcoming musical. We also have an opinion article about the school's use of styrofoam in the cafeteria. As always, we have four new Humans of Homestead features and a June's Juice.

Enjoy your last full month of school and finish strong, Spartans!

Sincerely,
Spartana Editors-In Chief
Lisa Chen, Lauren Berta



Congratulations, Mr. Sagnon!

Marius Sagnon, French teacher, was named teacher of the year for the 2018-19 school year.

Spartana Staff

Editors-In-Chief
Lauren Berta
Lisa Chen

Copy Editor
Mikayla Havison

Online Editor
June Hill

Design Editor
Emmalyn Meyer

Writers
Julia Epling
Keely Groholski
Hafsa Ibrahim
Nathan Phuong
Matthew Quintos

Advisor
Terri Nowak

Contact Us

Wesbite
hhsspartana.com

Email
thespartana@gmail.com

Twitter
@TheSpartana

Instagram
hhs_spartana

Snapchat
thespartana

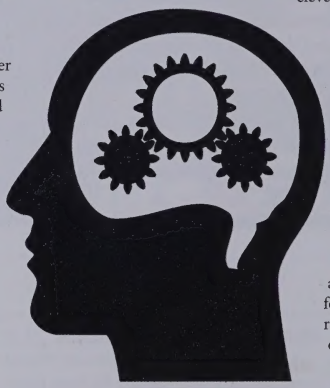
What Type of Learner Are You?

HAFSA IBRAHIM
Writer

Identifying the best method for retaining and processing information is crucial to learning at your maximum potential. The more you know about these different learning styles, the more prepared you will be to learn a new concept, skill or idea - whatever it may be. So, how do you learn?

1. Visual Learners

Visual learners prefer seeing things over hearing them. Maps, graphs, diagrams and pictures are important when organizing information and understanding new concepts. Visual learners picture what it is that they're learning in their head, and illustrations are often most beneficial to them. Some of the most common characteristics of a visual learner are a good sense of direction, an ability to remember what they read and write, and an aptitude for drawing and doodling. For example, a visual learner in a writing class might prefer seeing a video clip or movie explaining the literature, rather than having it read aloud.



2. Auditory Learners

Auditory learners respond primarily to sound. It is not surprising, then, that most musicians are auditory learners. For a person who derives meaning from sound, it can be difficult to learn when most of the content taught at school is fed through a book or textbook. In fact, auditory learning is the hardest way to retain new material. Auditory learners often remember what they hear and say, enjoy classroom discussions, and have a good sense of pitch or rhythm. They also like using clever rhymes to remember things.

3. Kinesthetic Learners

Kinesthetic, or physical learners are often quite animated and always need to be physically doing something. Hands-on experience is the best strategy for kinesthetic learners, who enjoy lessons that involve active participation and tools to grasp concepts. They truly learn when they've literally "gotten a feel for it." These physical learners often find beauty in the physical world around them, enjoy making and creating things, and have trouble sitting still for a long period of time. They can't retain material until they've done it, and they need to draw out diagrams and role play to really understand things. When faced with a problem, kinesthetic learners would rather take a walk or run to mull things over, rather than sitting down and figuring it out.

"I know I have to see things to be able to learn them."
- Avina Kiran (10)

"I'm more sensitive to sounds than I am to anything else. Things reside with me better when I hear them. Sounds spark my attention."
- Katelynn Angel (10)

"For me, kinesthetic learning...integrates muscle memory with mental memory, so it's like remembering it in two ways." -Zachary Cawood (12)

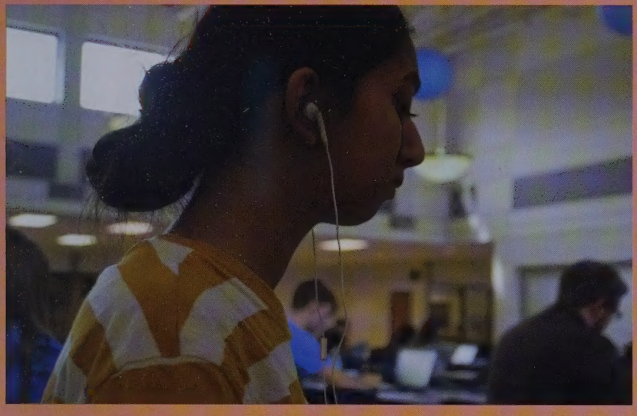
The information was derived from multiple sources including educationplanner.org, educationdegree.com, and mindvalley.com.

spread design by Hafsa Ibrahim

Julia Epling (10) points to a visually appealing whiteboard.

Strategies to help visual learners:

- Write things down and make flash cards
- Look at a person's face when they are speaking
- Before reading a chapter of a book, scan over the headings and the pictures, if there are any
- Most visual learners learn most efficiently when they are alone



Palak Sood (10) listens to tunes while doing homework.

Strategies to help auditory learners:

- Recite material out loud several times
- Study with others to hear the information
- Sit where the teacher can be heard clearly
- Read stories, directions, or assignments out loud

Angelina Philipps (11) and Elena Chen (11) work on a building project for Principles of Engineering.

Strategies to help kinesthetic learners:

- Participate in activities that involve building, creating, or drawing
- Take short, frequent breaks between study sessions
- Create card games, flash cards, or floor games to remember new information whenever possible
- It's okay to walk around or rock in a chair while studying

Restraining Your Rights?

MATTHEW QUINTOS
Writer

The new SACS safety policy requires all students riding in school buses equipped with seat restraints to use their seat belts. Currently, SACS has five buses with seat belts. In the early morning, under strong fluorescent light, the SACS Transportation Director Steve Lake explained the new seatbelt policy. In the five buses that are equipped with seat belts, there are three seatbelts per bus seat. SACS uses a total of fifty two buses.

"At the elementary level we have three kids to a seat," Lake said.

For smaller elementary students, three kids to a seat may not be a big problem. However, for high school students, sitting three to a seat can be extremely uncomfortable. Some high schoolers have expressed concern with the possibility of having three older students to a seat.

"We try not to (put three kids to a seat). That is not a goal," Lake said.

Often the SACS Transportation Office can have a difficult time predicting occupancy levels on individuals buses due to the variability of bus attendance.

"For example, we may have eighty kids signed up to ride a bus, and depending on what sport or activity is going on, we may have some buses only running at fifty percent capacity," Lake said.

On the other hand, some buses may be packed before breaks and other holidays.

"Then all of the sudden, it may be the Thursday before Spring Break where there will not be many activities going on, and the bus will be maxed out," Lake said.

The variability of bus attendance can lead to the transportation department over or underestimating the actual number of riders, leaving buses chronically packed or habitually next to empty on the whim of the day's activities. Last summer the transportation department began merging underfilled bus routes and redirecting students to newer routes if their buses were too full.

In a situation where the bus is maxed out, Lake confirmed that all students would be required to wear seatbelts, even if there were three high school students to a seat.

"I went down to visit the company that builds the SACS buses and I sat down with two other adults in the seat and put the seat belts on. It's not ideal, and I am not going to sit here and paint a pretty picture," Lake said.

The seatbelt rule on school buses is exclusively a SACS safety policy and is not indicative of any federal or state legislation. Across the United States, school districts are purchasing and requiring their students to wear seat belts.

"The only reason they (the state of Indiana) does not require districts to make their students wear seatbelts, is because of money. A lot of school districts cannot afford to put seatbelts on buses," Lake said.

Many other school districts require their students to wear seatbelts.

"Everybody in the area, Fort Wayne Community, East Allen, Northwest Allen, Dekalb, every school in this area, when they buy new buses, are putting new seat belts on them," Lake said.

The switch to seat belts, for districts that can afford it, has been driven by the strong safety performance gathered during crash data.

"We have done a lot of research on accidents and rollovers. If you do not have a seatbelt on and there is a rollover, it is like a washing machine, If you are sitting against a window on one side and a bus flips over and you get chucked to the other side, it is not pretty," Lake said.

Some crash tests have featured selectively seatbelted dummies. The dummies that were unseatbelted became flying projectiles causing damage to other dummies and themselves.

"It is like friendly fire, if you want to call it that. You have kids flying through the air," Lake said.

Some students have protested the requirement to wear their seatbelt.

"If a student does not want to wear a seatbelt, they need to find another way to get home," Lake said.

The transportation department was aware of the dismal popularity of seatbelts, especially among high schoolers.

"We knew going into this that high school kids were not going to be excited and I get that and I understand that, but I am asking them to use common sense," Lake said.

Wearing seatbelts in cars for the first time was awkward for Mr. Lake and many other automobilists, but over time they were able to adapt to it.

"When the seatbelt laws came out for our cars, it took me months to get used to get used to that feeling of having a seatbelt on me. Now, if I do not wear one, I feel vulnerable. It is like a safety blanket. It is a matter of anything, you just have to get used to it," Lake said.

"All I can ask for is for students to be patient and just put in on. We just want to get kids home safely," Lake said.

Elyssa Huff (10) shared her opinions on the recent mandatory seat belt requirement.

"No, I don't think students should be required to wear seat belts. Logistically, it doesn't make much sense. How would you ensure that everyone wears seat belts? How would you compensate for the many occasions where buses are overcrowded, and not every student could wear a seatbelt?," Huff said.

Huff highlighted the financial burden of the new safety features from her own personal experience.

"Even financially, money could be better used elsewhere, like having more buses so that they aren't dangerously overcrowded like they are now. My bus is typically extremely crowded, especially in the afternoons coming home from school. I can remember several occasions where, even with everyone sitting three to a seat, there still wasn't enough room on the bus, and people had to go to the YMCA and pick up a bus there rather than take the regular bus home," Huff said.

Huff drew attention to the increasing occurrence of three people being put together in a seat.

"Students regularly sit three to a seat all across the bus. It's more common with the younger students, but in the oft-occurring event of overcrowding, most people are sitting three to a seat," Huff said.

For now, buckle up, it's the SACS law.

spread design by Matthew Quintos

PHOTOS BY REAGAN ROLLER

Homestead Happenings

Dance Team

JULIA EPLING AND MADISON MORRIS
Writer

The Homestead dance team competed in Orlando, Florida between February 21 to 25 for the national dance competition. The competition had 374 registered routines and 29 out of 51 state sent teams.

The varsity jazz team placed 2nd and earned the Innovative Choreography Award in a stack division of 33 teams.

The dancers enjoyed competing in Universal Studios for four days and said their competitors' talent was "indescribable."

"Most people don't realize that we only got around six hours of downtime besides the competition" Gracie Kidd (9), said.

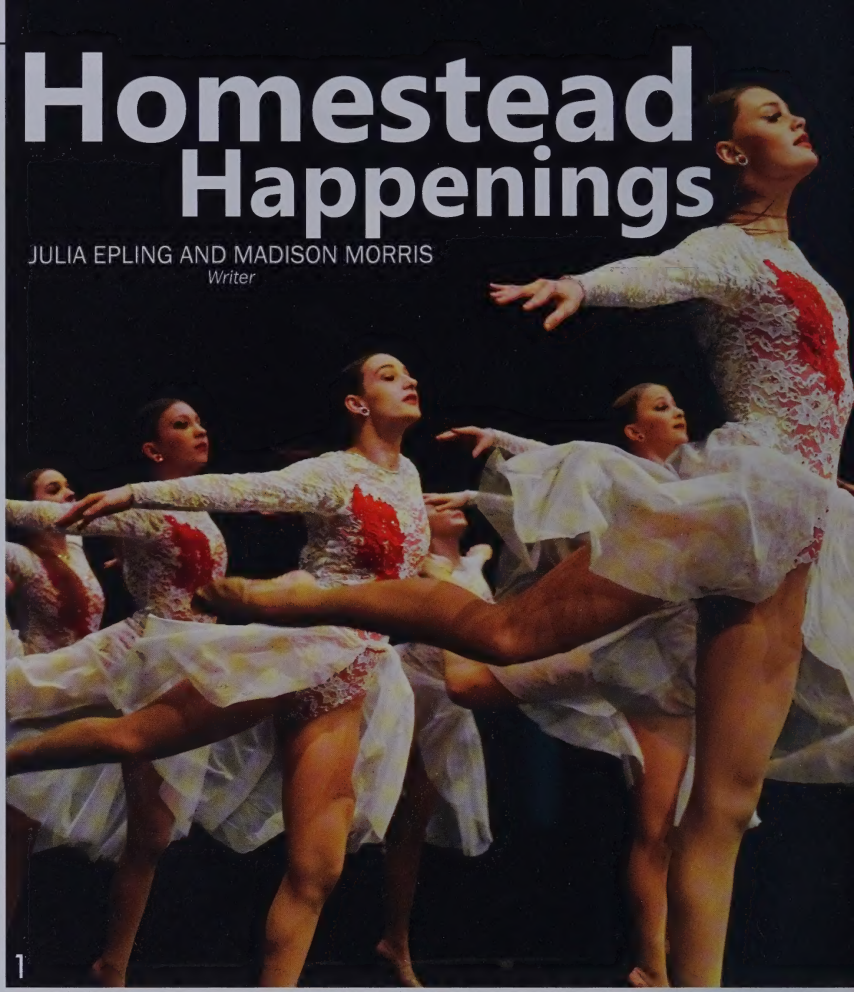
For the short amount of time the dancers weren't at the competition, they toured Universal Studios in groups and made long lasting memories with each other.

While the competition was an amazing opportunity for all the dancers, many of them fell ill by the end of the trip.

"I was lucky I didn't get sick in Florida like [other dancers], but I got really sick when I got back and had to stay home from school for a day," Natalee Mcquillan (9), said.

Many dancers faced similar problems as Mcquillan and had to miss even more school after they returned from Orlando, leaving them behind in their school work.

"This was probably the most fun dance competition I've ever been to [and] everyone at home was probably getting annoyed with us posting on social media," Akua Addo (9), said.



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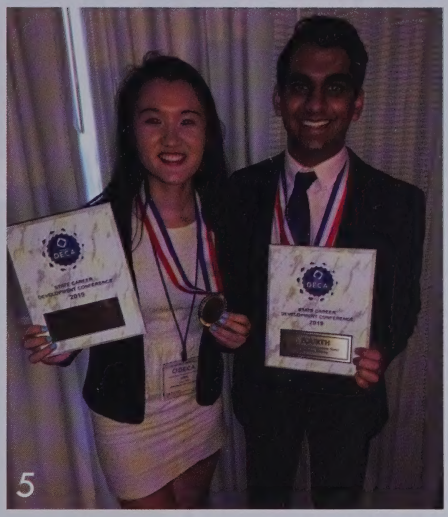
spread design by Julia Epling

DECA



The Homestead DECA team recently competed at Indiana DECA's State Career Development Conference (SCDC) on March 3-5 in Indianapolis.

"DECA is an [international] business competition...and we compete in different categories," Ashley Federoff (12), said.

All of the competitions are individualized in different categories, but there are categories that are team events.

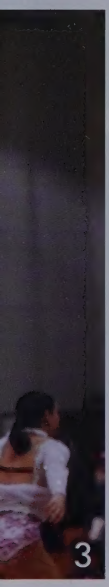
"In previous years I've done advertising campaign but they changed the event name this year...so it's called integrated marketing campaign product. There's three different types of that...so from those three we had international winners in each category," Federoff said.

There are twenty students continuing on to compete in Orlando, Florida on the international level at ICDC. Thirty-nine students received awards or were finalists in their SCDC events as well.

"Our advisor, Mr. McNeal, got chapter of the year...while we were at state so that was a big deal for him. I think he's done [DECA] for 25 years," Federoff said.

New members can join DECA in the fall, even if they have no previous business experience.

"I joined [DECA] randomly my freshman year because a senior that sat near me at lunch told me too. It's been a great experience and I've definitely become a better public speaker from it and understand business [better, too]. I've never taken a business class at Homestead, but I've done DECA for four years," Federoff said.



1. The varsity jazz team practices their routine.
2. The varsity hip hop team performs their routine in the gym.
3. The varsity jazz team performs their routine in the gym.
4. Khira Hickbottom (12) and Jessica Majors (12) pose with their second place SCDA award.
5. Lisa Chen (12) and Shravan Kumar (12) pose with their fourth place SCDC awards.
6. Amulya Chintapalli (12), Vanessa Popescu (12), and Ashley Federoff (12) pose with their first place SCDC award.
7. Jackie Williams (12) and Austin Layton (12) pose with their third place SCDC award.

Radio Team

The Homestead radio team recently competed at IASB on March 11 at the University of Indianapolis.

"The radio program focuses on broadcasting all year long...and we have the opportunity once a year to go to IASB, Indiana Association of School Broadcasters, so we focus...our work all year long towards those competition categories that we then compete in," Cory Balkenbusch (12), said.

Homestead won Radio School of the Year for the third year in a row after competing against more than fifty schools, career centers, and vocational programs throughout Indiana.

Individuals on the radio team such as Cory Balkenbusch (12), Matt Saalfrank (10), and Christina Kruger (10) each placed first in several categories. Balkenbusch won for Sportscast, Saalfrank won in Play-by-Play, and Kruger won for her Spot Production, which is a 30-second audio promotion for The Point 91FM.

"[At IASB] there's a vast number of categories you can do. Most of it is stuff that is prerecorded and prejudged, but then there's a couple of students every year that go down and compete live. Me and Carson Clymer both went down and competed live in the Live Radio News [category]," Balkenbusch said.

Homestead also competed in the Television category where Derek Hockemeyer (11) placed second for Music Video and HHS In-Depth earned Honorable Mention for School Newscast.

"Radio and TV is fun [and] it definitely builds your confidence...because you learn how to speak...clearly and enunciate and make very clear what you're trying to say, in addition to [being] in front of people....It really is an enjoyable program," Balkenbusch said.

Students interested in joining the radio and broadcasting team can sign up for the Intro to Radio and TV class, which is one semester of radio and one semester of television. From there, it can be decided on whether you want to join the radio or TV team.

Homestead Happenings (Cont.)

JULIA EPLING
Writer

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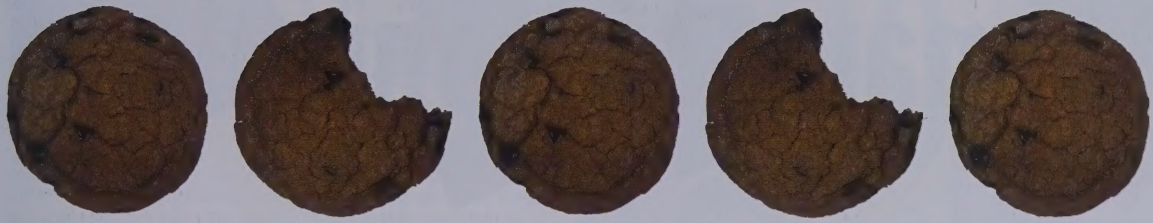
spread design by Julia Epling



Cafeteria Cookies

The Homestead cafeteria recently made their cookies smaller than they were last semester, and many students are wondering why.

"Our school district was being audited by the State of Indiana, as a part of the Department of Education food service audit this February. In our preparation for the upcoming audit, we discovered that the cookie size was too large to meet the criteria of the Dept of Education. The cookie size was reduced to the proper serving size," Brant Brown, Head of Food Services, said.

Despite being smaller in size, the cookies sell for the same price as they did before - 50 cents.

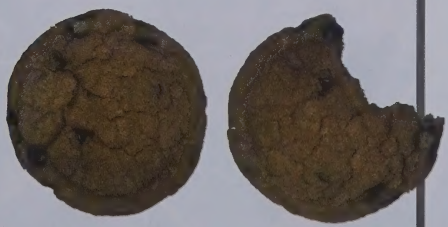
"We feel like the cookie price is still a good deal, even at the smaller size," Brown said.

The cafeteria is separate from the school, and therefore none of the Homestead staff can control how they decide lunch prices.

Because of the popularity of the cookies, the cafeteria staff works hard to make enough for both of the staff and students.

"On average, about 500 per day [and] our bakers start their work day at 6am most mornings," Brown said.

The cafeteria sells cookies everyday with a variety of different flavors including, but not limited to, chocolate chip, banana chocolate chip, peanut butter, no-bake, and frosting-sugar.



1. The radio and TV team on stage at the IASB competition.
2. The radio team standing outside of Indiana University at the IASB competition.
3. Carson Clymer waiting to accept his IASB Live Radio News Anchor certificate.
4. Carson Clymer accepts his IASB Live Radio News Anchor certificate.

Humans of Homestead

June Hill

Online Editor

Each month the Spartana staff picks four students, one from each class, to tell a story about something they have experienced. This month we asked these four students to share a funny story that happened at Homestead. From a buzzing bee paying a visit to bus 54 to Pi day in show choir, these unique stories capture the simple joys of life at Homestead.

'19 Kimberlee Gearhart

During my junior year after lunch somehow my best friends and I would either be leaving lunch at the same time or going to lunch at the same time so we would always meet on this bench. I remember second semester I had Mrs. Hussar's 2D art class and all my friends had like english or government classes. We would just hang out and talk about the last test we took or how bad our morning was or how hopefully good our morning was. There were nine us them who would gather there in between A and B lunch every day. Then on the last day of one of the last lunches all of a sudden everyone was sitting on everyone's lap! There were nine of us on a bench that should only sit like three people!

Many of the girls there were seniors at the time and Gearhart remembers not understanding why they were acting so nostalgic but now that she is a senior she gets it. "That's like the last time you really get to see all your friends at once guaranteed" Gearhart said, "I just always remember sitting on that bench."

When asked if she would miss the bench, Gearhart said she probably would not. She misses her friends more than the bench. "I will just always remember the time everyone sat in each others laps!"

Photo by June Hill

Gearhart sits on the bench where she and her friends gathered between lunches to talk and hang out.

Photo by June Hill

Clegg sits on a desk in room 119 where she Yee Hawed her way to success.

'21 Eliza Clegg

At the beginning of the semester my English teacher, Mrs. Whitt, told me I would never be able to make using the phrase Yee Haw in a sentence normal. So every day when I came into class I shouted Yee Haw as a greeting to the rest of the class. At first everybody laughed and I thought Mrs. Whitt might be right, that Yee Haw could never be normalized, but I kept Yee Hawing and after a month I had done it.

Yee Haw is now a normal, casual phrase in Mrs. Whitt's 5th period, all thanks to Eliza.

Some people even said Haw Yee back to me. I have enjoyed saying Yee Haw to my class because it has helped me start conversations and get to know some people better.

This 5th period class has been a real hoot if you know what I mean. I have loved the discussions and shoutout to Mrs. Whitt for letting me call her sensei, and to all of you out there with a dream, You haven't Yeed your last Haw yet kiddo.

Spread design by June Hill

'20 Philip Waldorf

I have been in show choir for three years [and] there are just so many crazy memories from it. Honestly the chemistry [between all of us] is just so amazing that every moment is a party, but there were two particularly funny moments that were caught on camera and got featured on Snapchat. Last year the all female group (the Elite show Choir) did Pennies from heaven and they had all these umbrellas as props. Zach Zimmel took an umbrella and he started screaming the lyrics and he flung it over his shoulder and the entire thing turned inside out I am pretty sure the umbrella broke too. Instantly everyone starts laughing and re-posting it (someone had caught it on video and shared it with the group). We made it onto Snapchat's nationwide Best of High school story! The other time was when on Pi day this year.The show choir had brought in many types of pie to try in order to take part in the festivities. The idea of throwing a pie in the face of a fellow show choir member came up. The cameras were rolling and the pie was launched in the face of Caleb Harter. A few hours later, the video popped up on the best of high school snap story!

Photo by June Hill

Waldorf outside of room 404, the chior room, where he witnessesd Zimmel break an umbrella while singing at the top of his lungs.

'22 Emma Godinez

Photo by Theresa Nowak

Godinez on bus 54 where a bee flew in through an open window and stung one of her friends.

I ride the bus, and one day at the beginning of the school year it was all hot and sunny so all the windows were rolled down. We were all on our way home just trying to get over how hot it was when suddenly a bee flew through the window. One of my friends, Canaan Smith [who rides the bus with me] is allergic to bees or at least I think he is. So we were all freaking out like "Oh we just saw a bee we just saw a bee!!" We are all looking for it because we can't find it and all of a sudden Canaan (who was seated in the bench across from Emma) is like "ow! I just felt something!" The bee had crawled under his sweatshirt. So he like ripped it off and is like half naked searching through his sweatshirt for the bee and he eventually found it but he had this big red mark right here (pointing to her shoulder) from being stung! He rode the rest of the way without a shirt and then he just walked on out!

The People Behind the Personality Quizzes

The inside on what people really think about personality quizzes

E: Extrovert
I: Introvert

N: Intuitive
S: Observant

T: Thinking
F: Feeling

P: Prospecting
J: Judging

KEELY GROHOLSKI
Writer

Many adults today perceive personality quizzes as being the lifeblood of teenage life, but are they really? Do teens enjoy taking these quizzes or is it just a stereotype? Are girls truly more inclined to take these quizzes?

There are lots of personality quizzes scattered across the internet and tons of different websites that sponsor them.

"I have taken different personality quizzes like the ones on BuzzFeed, YouTube, and various websites," Anna Corley (9) said.

Buzzfeed, in particular, is known for its fun and witty videos as well as personality tests from 'what superhero is your soulmate' to 'what kind of pasta are you?' Those topics seems silly, but people take them for a reason.

"I think [people] take them to figure out about themselves," Karlie Flanagan (9) said.

Personality quizzes may seem like something fun to do in your spare time, but maybe it is something more than that.

According to Pamela Rutledge, director of Media Psychology Research Center, "people remain a mystery to themselves as well as others and are always curious to get a bit of insight as to what they are really like."

Like Pamela's approach, teens are at that

Photo Courtesy of Karlie Flanagan

Karlie Flanagan ENTP

Photo Courtesy of Keely Groholski

Anna Corley ESFJ

Photo Courtesy of Keely Groholski

Luke Proffitt ENTJ

spread design by Keely Groholski

stage where they are figuring out what they want to do with their lives and feel limited by what they have learned in school. Through personality quizzes, it gives teens a sense of enlightenment, that they just learned something new about themselves.

"I think these quizzes could definitely be taken more so that people can fully understand themselves. Doing that could help them in their lives." Sophia Hartley (9) said.

Most teens are skeptical about personality quizzes and their contents, but they still like to share their results with friends.

"I think my friend group would all take one for fun if I asked them," Flanagan said.

Personality quizzes could affect the way you see your friends, and they could also affect the way businesses see you. According to Marketplace, a website that reviews companies, Fortune 100 companies use the Myers-Briggs personality tests to evaluate which job applicants get or even if applicants are qualified for a job. Thanks to this decision the companies profits rose upwards to 2 billion due to cooperation and less conflict in the workplace.

"I think it's a good idea for [businesses] . . . to use the 16 personalities to hire people because every person is different and so is every job," Corley said. "Some jobs may require different skills than others so by using the quiz on possible employees, it can help them to get a better idea on how [their employees] think as well as their problem-solving skills/habits."

However, some people do not agree with using the 16 personalities test, as it takes away the personal feeling of talking with another human being.

"I see no reason they could not continue to be effective. Though I would not replace in-person interviews with the 16 personalities quiz . . . it could fairly easily be falsified," Caroline Ringquist (9) said.

The real question is, why do we take personality quizzes? What makes them so fun that we want to spend hours and hours taking them? Usually, people will take pride in their results.

"Similarly, if a quiz declares that you are a genius, you might take it a little more seriously and take pride in it," said Stephen Garcia, associate professor of psychology at the University of Michigan.

"It's interesting to read the results and often times you can find out something new about yourself you didn't know," Corley said.

Overall personality quizzes are computer generated, but fun that we experience is as human as it gets.

"I believe so many people take these quizzes because they are fascinated to see how accurately a computer program can determine their traits and personality," Ringquist said.

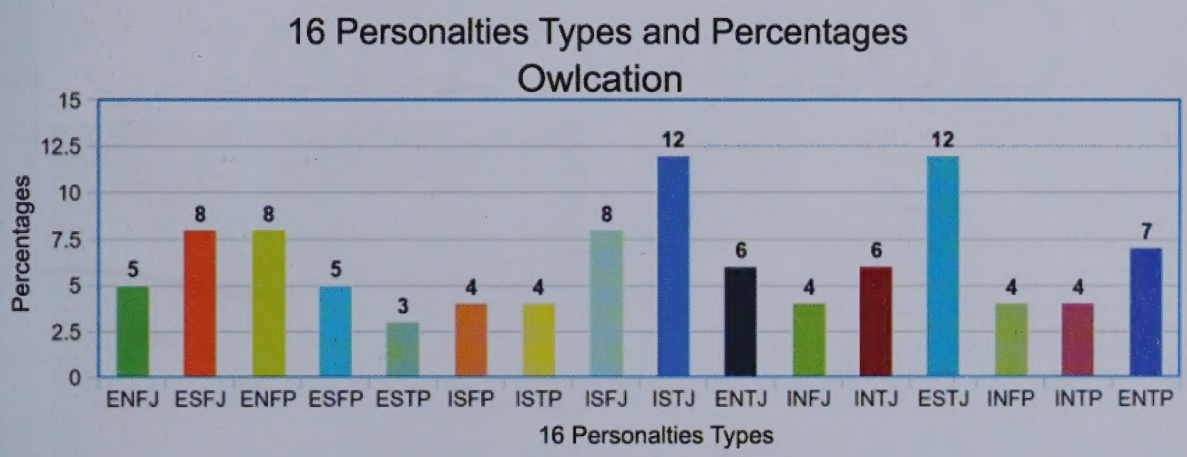
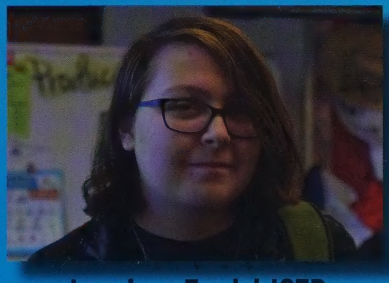


Photo Courtesy of Caroline Ringquist

Caroline Ringquist INTP

Photo Courtesy of Keely Groholski



Jessica Todd ISTP

Photo Courtesy of Keely Groholski

Nick Dutt INTJ

Capturing the Convocation

JUNE HILL
Writer

On Friday April 17, the Spring Arts Convocation kicked off the start of Spring Arts Week. Students got to see various groups of talent, ranging from Homestead's award-winning Jazz Band to the Elite show choir and dance teams, all of which were applauded vigorously.

The second run-through of the performance went off without a hitch, but the first performance had technical difficulties when the music cut out halfway through the Winter Guard performance.

"When the music cut out, I felt scared yet excited at the same time," Kendall Johnson (10) who is a guard member, said. "I was worried that I would not be able to keep good timing or that we were not going to be as together as we would normally be."

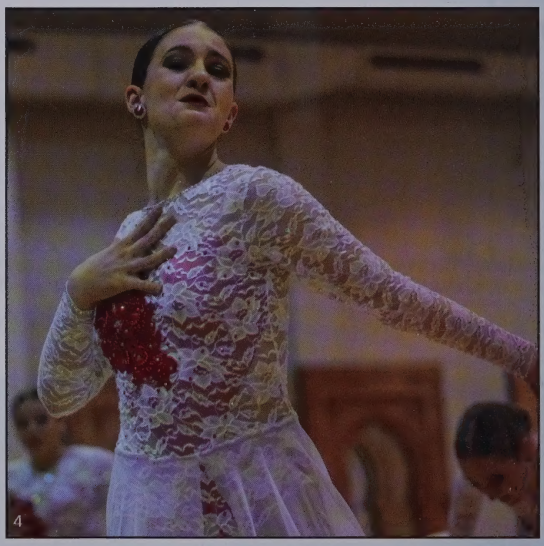
But the show must go on, and the guard pushed through this new challenge.

"It was a chance for us to show off our skills and our timing. In addition I had always wondered what would happen to our performance if the music was ever to cut out, so it was kind of fun to finally see what we as a guard could do without music and just with our own counts," Johnson said.

According to Johnson, the audience was confused at first, thinking that the music had cut out on purpose.

"[When they realized that it was an accident] the crowd responded extremely well and applauded us throughout our performance and then ended up giving us a standing ovation after our show."

Congratulations to all the Spring Arts Week performers, and especially to the Winter Guard for staying so calm under pressure.

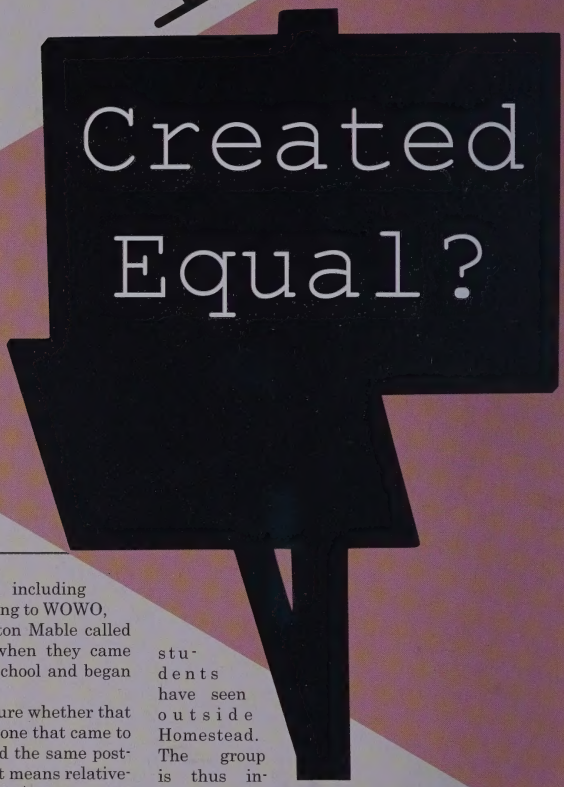


1. Trysten Hensley (10) dances during Elite's show choir song.
2. Humza Kahn (12) jumps as the varsity hip hop team executes their dance.
3. Rachel Piel (12) dances during the color guard performance.
4. Catherine Bilodeau (9) dances during the junior varsity jazz routine.
5. Will Schweikert (11) performs his trumpet solo for jazz band.
6. Cali Christman (10) sings during Elite's performance.
7. Natalie Fulghum (12) dances during Class Royale's show choir performance.

spread design by Lisa Chen

Who Is Created Equal?

LAUREN BERTA
Editor-in-Chief



Earlier this year Homestead had unexpected visitors at the end of the school day; as a mass of students left the building, a group stood outside of the school with signs and pamphlets. Students could see as they drove by in their cars, or saw pictures on friends' Snapchats, that the signs were graphic pictures supposed to represent abortion procedures.

It wasn't the first time the group has come to Homestead. They have been sighted by students at least three times outside the school.

According to Dr. Ginder, the group is allowed to stand outside the school as long as they stay in the right-of-way; the line where private property becomes public property. That boundary line happens to be the ditch bordering Homestead Road.

Ginder does not know when they are going to be here; they don't call ahead when they plan on coming to a school. However, when they do come, Ginder likes to stand outside the school or have a school resource officer watch.

Along the bottom of the signs is the url address www.createdequal.net. Created Equal is a pro-life organization without much of a physical location except a P.O. box in Columbus, Ohio. However, many of the members on the contact page of the website come from Fort Wayne, Indiana, or somewhere in the Midwest.

The group does not just come to Homestead. It has been seen at different schools in the Fort Wayne area, including South Side in 2016. According to WOWO, South Side Principal Carlton Mable called the police on the group when they came with signs outside of the school and began to talk to students.

But it's hard to say for sure whether that group was the same as the one that came to Homestead. They both used the same posters and pamphlets, but that means relatively little; the website has a store tab that sells the posters, as well as brochures and fliers at various package prices. This means it is possible to order all of these things without being a member or speaking to anyone from the organization.

A former HHS graduate who had approached the group before, said that the group that came to Homestead was not formally acting through Created Equal, though they did meet through the organization. It was a group of friends who "do activism in Fort Wayne." The name for the group is Advocates for Justice.

Created Equal representative, Evangeline Dunn, said that the Fort Wayne group most likely met on a Justice Ride. Justice Rides are training sessions that Created Equal organizes to teach how to advocate for pro-life beliefs. They advertise the sessions on their website.

Participants in a Justice Ride are encouraged to make groups together and organize their own efforts locally. They are given materials to use like the posters and pamphlets students have seen outside Homestead. The group is thus informal, and not featured on the Created Equal website, but are still a part of Created Equal and in contact with the organization's leaders.

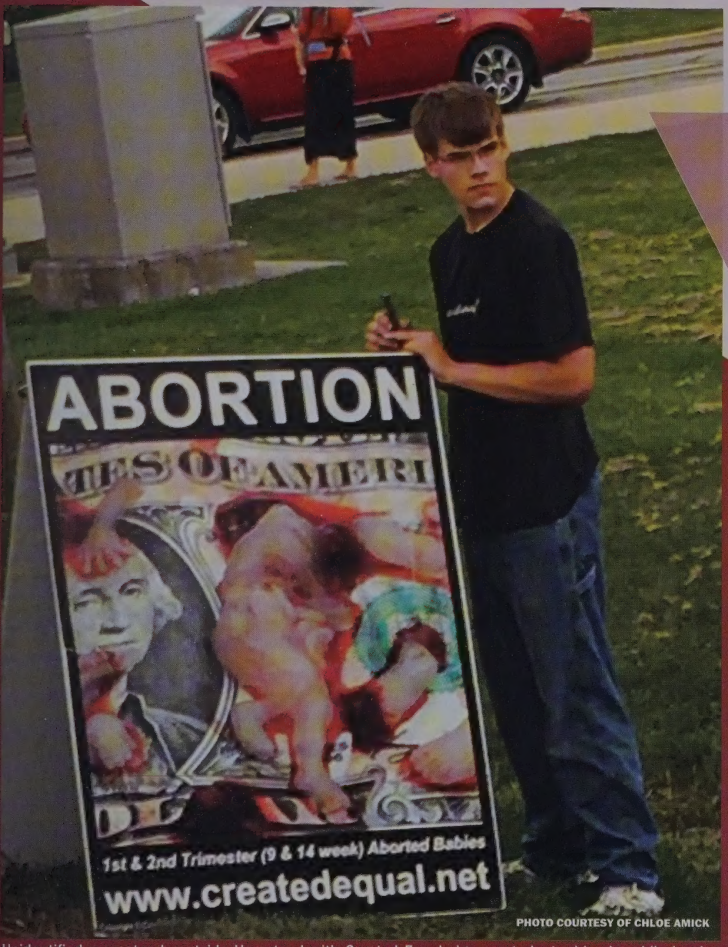
Dunn said that Silas McCulfor was in contact with Advocates for Justice. McCulfor is listed as the Special Projects Coordinator on the website and originally from Fort Wayne, IN;

McCulfor shared that he was a part of the group that came to Homestead.

"We have been reaching out to high school students outside all the high schools in Fort Wayne for the past couple years," McCulfor said. "We know that high school students are getting abortions, so we believe they should see what abortion does to the preborn before having an abortion."

Dunn also shared that high school students were a target group for Created Equal.

spread design by Lauren Berta



Unidentified man stands outside Homstead with Created Equal sign as students drive by while leaving school at the end of the day.

Learn more about the group that comes to Homestead

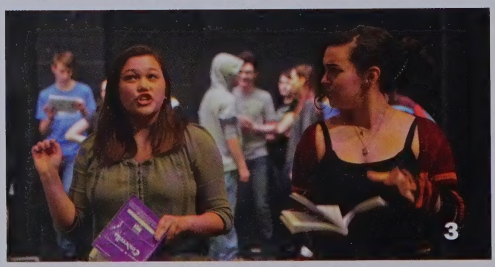
Created Equal in the News:

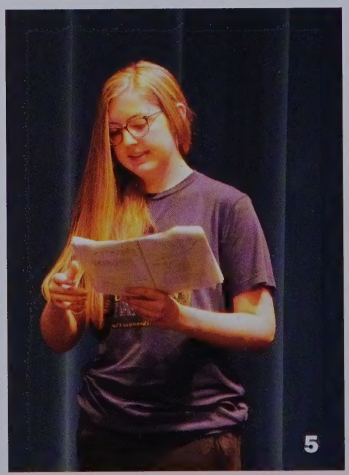
- According to WOWO news, South Side High School principal Carlton Mable called the police on the Created Equal group who came and talked to students in 2016. Created Equal has asked for an apology from Fort Wayne Community Schools, but it is unclear whether they recieved that apology.

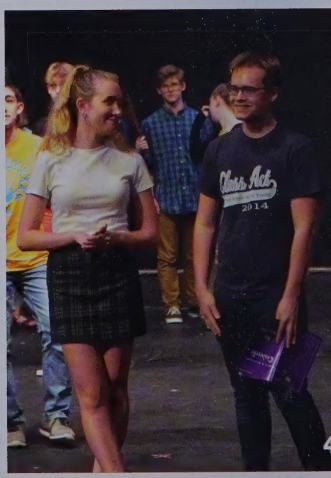
- In Oct. 2018, Created Equal hosted a rally at Ball State near the Scramble Light, Ball State Daily News reported.

- During a Created Equal protest on the Indiana University campus, also Oct. 2018, a student vandalized Created Equal posters and signs, according to Fox News. Created Equal did file charges against the student, Thomas Metcalf. The Created Equal members there were wearing go-pro cameras, something they have been doing recently when they protest in order to protect their members from violence.

To the Ball







1. Peyton Godfrey (12) and Aidan Ocken (12), Cinderella and Prince Charming, sing the duet "Ten Minutes Ago" during rehearsal.

2. (Left to right) Toriana Simoes (12), Bethany Villaruz (11), and Khira Hickbottom (12) play Cinderella's stepmother and stepsisters.

3. Autumn Harlan (10), the Fairy Godmother, grants Cinderella a wish.

4. Godfrey and Ocken glance at each other during a ballroom scene.

5. Villaruz and Simoes sing "Sisters' Lament".

spread design by Emmalyn Meyer

PHOTOS BY EMMALYN MEYER

Members of the ensemble perform a dance before the King, Queen, Chief and Steward.

Ryan Swymeler (12), **the King, sits atop Skyler Neuhaus (10) during rehearsal.**

Emma Bennett (11), the Queen, sings during "Your Majesties".

Student actors show their acting and musical talent in the latest HHS Theatre Production of *Cinderella*

For high school students with aspirations of acting as a career, the spring musical is an incredible way to showcase their talent. This year's show, chosen carefully by Curtis Shaw, show choir and theater director, is the distinguished Rodgers and Hammerstein's "Cinderella", starring Peyton Godfrey (12) as Cinderella, Autumn Harlan (10) as the Fairy Godmother, Khira Hickbottom (12) as the Stepmother and Aidan Ocken (12) as Prince Charming.

Crafting a nearly-flawless show is a lengthy and strenuous task. Musical theater involves singing, dancing and acting, and the three components must be learned separately before coming together. While the musical does not open until the end of April, rehearsals began mid-March.

Rehearsals go by section: first, vocal rehearsals for the ensemble and the principal roles are held; second, blocking - learning where to stand and move on the stage - is practiced; third, the actors begin to learn their non-sung lines; and lastly, the entire cast and crew works together to increase the speed until it's at the level they want. "We go in sections. We start with the music, and then, we move on to blocking on the stage," Ocken said. "Throughout that process, we start learning our lines and slowly start incorporating the movement and getting the show faster and smoother until we're at the level we want to be at."

Because Shaw directs both Homestead theater and show choir, there are many connections between the two in terms of members.

"If (Shaw) knows you, there's a better chance that he's going to consider you for parts because he knows that you're dedicated to the groups and you have the skills needed," Ocken said. "But he doesn't base solely off of that - it's also a question of if you're good enough to be in the musical."

Another thing taken into account is the experience and dedication a student has to the theater; the more years of theater credits to their name, the better.

"I started Homestead theater my freshman year and I've been productions every year since then," Ocken said.

While most students have not strayed from school productions, some have pursued other companies to act.

"I used to do the Fort Wayne Youtheatre since fifth grade," Godfrey said. "I did the fifth grade musical and then I didn't do any productions in middle school except Youtheatre."

While the fall play and the spring musical are not necessarily connected, a few musical participants take part in the play productions.

"I did the musical my freshman year, so this is my fourth year," Hickbottom said. "I also got involved with the plays last year."

Because musicals involve singing, dancing and acting, it is hard for actors to tackle all three. An actor must be able to master every components, or at least fake it.

"Playing Cinderella is my own personal challenge, because I'm not the most graceful person in the world and I constantly have to be in posture during the rehearsal," Godfrey said. "I'm not a good dancer, either, so that's also a struggle for me."

An crucial part of acting is being able to understand or relate to one's character, but not all actors feel that they are able to identify with the role they play.

"Playing the Stepmother means I have to be really mean," Hickbottom said. "It's a lot of yelling at Peyton, but it's kind of funny to yell at someone I like, so it's not too hard."

To be a successful actor, one must put themselves in a variety of roles so that they are very versatile and able to portray different personalities.

"Last year, in Anything Goes, I was Billy Crocker, and it was a hard role because I didn't identify with him a lot; he was a very different person than I see myself. I had to learn how to be somebody else," Ocken said.

While some actors go on to pursue careers or spend college in the theater, not all would like to continue on that path.

"I definitely will continue to do theater and music, but I'm not sure if I want to make it the center of my life," Ocken said. "It's definitely something that I could continue to do if I want."

Some choose to focus on their favorite part of theatre in college instead.

"I'm going to Jacobs School of Music to study jazz vocals, so I am planning to continue singing," Godfrey said. "I probably won't continue with theatre, though."

For some, the experience is stressful enough that they choose to leave the acting business. altogether.

"I used to want to do theatre for a career, but I don't want to do it anymore," Hickbottom said. "I might do it in college, or for fun, but not for life."

Despite the many challenges musical theatre brings, the payoff of gaining new friends and skills throughout the 8-9 weeks is always beneficial to the young high school actors and actresses.

"My favorite part of theatre is the people," Godfrey said. "The people in performing arts are always the most welcoming people that you meet, as well as the most accepting."

Your home for the next four...

LISA CHEN
Co Editor-in-Chief

As the May 1 date approaches, seniors across the country are buckling down on their final review process of picking a college, a place where they will spend the next four years of their lives. Although many selective colleges did not release admissions decisions until March 30, students must decide within this month of where they will be heading next year.

"Next year I plan on going to Ball State to study telecommunications and I hope that after freshman year, I can transfer out to Arizona State," Jessica Walter (12) said.

Fortunately, some students immediately knew what college was right for them after receiving the admissions decision. Many of these students choose to attend Indiana University, selecting it as the only university they applied to.

"I've always loved IU because both of my parents went there so I would go to a lot of football and basketball games as a kid," Josh Yankosky (12) said."I only applied to IU because I knew my entire life that it had everything I would need in a college."

The affordability of in-state colleges, such as Indiana University and Purdue University, attracts many Homestead students to their campuses.

"I am going to Indiana University and studying informatics," Rohan Gupta (12) said. "IU was the cheapest option for me and I thought that the program they offered me gave me the best opportunity for life after college and getting a job."

Another factor in choosing the right college is the strength of the program in which students are majoring in.

"I chose IU for several reasons," Ethan Fitch (12) said. "The successfulness of the Kelley School of Business was the driving force. I wasn't sure about it until I went to the Kelley Direct Admit Day, but everything from the capus to the teachers and dean just felt right for me."

For some students, a significant aspect is also the overall atmosphere of the university.

"The atmosphere sets Taylor University apart from any other school I visited and played a huge part in my decision," Austin Layton (12) said. "The campus itself is very cool and everyone I met was so joyful and welcoming. Additionally, the Christian values shared by teachers, administrators, and students is encouraging and I am excited to spend my next four years here.

Whereas in-state colleges are available, many students desire to attend out of state universities.

"Arizona State has one of the top ten programs in the country for journalism and telecommunications and eventually I want to live in Phoenix and work in the market out there, so I thought it was the best fit," Walter said. "I'm most excited for eventually getting to travel across the country and also getting to work in the field I want to more often."

The breadth of options available out of state means that students must narrow their focus on which factors are most important to them.

"I chose Taylor because I appreciate the small school atmosphere," Layton said. "It has a very prestigious biology program that will be able to provide me with extensive opportunities."

Often times, a campus visit is the most accurate representation of life for the next four years.

"The culture of the campus (of Indiana University) and the surrounding city is beautiful," Gupta (12) said. "I took a tour of the campus and thought that right away, IU was for me."

For students that are interested in out of state colleges but cannot afford to visit all of them, there are still many options for gauging which one is the perfect fit. For example, college websites offer virtual tours of campus, students can contact current students through email, social media pages offer a daily life view and there are often college events in nearby major cities, such as Indianapolis or Chicago. Furthermore, college admissions sites often have daily blogs of students from different colleges.

Although choosing a college seems like a daunting task, almost all students do not regret the choice they made and could not imagine college anywhere else.

Factors to Consider when Choosing a College

spread design by Lisa Chen

Mapping the Destinations

From left to right:
Ashley Federoff, Lisa Chen: **University of Southern California**
Jessica Walter: **Arizona State University**
Ryan Lunsford: **University of Kansas**
Julian Norman: **Louisiana State University**
Khira Hickbottom: **Tulane University**
Amanda Lantz: **University of Alabama**
Jesse Majors: **University of Michigan**
Carissa Nickell: **Ohio University**
Kayla Zimske: **Florida Gulf Coast University**
Ellie Davis: **Full Sail University**
Trevin Taylor: **Harvard University**

Purdue University: Klayton Davis, Isabella Deluca
Indiana University: Olivia Meek, Karishma Patel, Rohan Gupta, Amulya Chintapalli
Taylor University: Austin Layton, Parker Neuman

Students were chosen based on known college choices. Seniors, tweet us your college choices @thespartana to be featured on the webstie!

Styrofoam World: A Satire

MIKAYLA HAVISON

Copy Editor

Although humanity's existence may only be a moment in time, nothing more than a second in infinity and meaningless in the Grand Scheme, at least humanity has been able to make a lasting impact. As humanity grows closer and closer to its impending doom, it is important to reflect on one of its greatest accomplishments and potentially sole purpose, here on Earth: the invention of styrofoam.

Styrofoam, a white, crispy and melodious material, which has become a staple in fulfilling humanity's needs, may be the greatest legacy humanity leaves on earth.

Rather than admiring homeo sapiens' fossils, future species will look to styrofoam as an unexplainable gift of gods. Tribes of the young species may gather around their newly discovered fire, using styrofoam trays with plastic knives as musical instruments, chanting praises to the gods of styrofoam for the percucsious styrofoam cups that make tuneful sounds when bitten.

Little will the creatures know that humanity created this gift especially for them. Years of students stacking styrofoam plates of pizza on styrofoam trays has led to the abundance of styrofoam crowding the mountains of bounty, which this new species calls home.

The species' lack of knowledge as to the origin of the material will cause them to create stories,

spread design by Mikayla Havison

building an oral culture, which will lead to creation of advanced civilizations, constructed from styrofoam.

In reality, the creator of styrofoam, Eduard Simon had no knowledge of what he discovered and it wasn't until nearly a hundred years later that styrofoam was sold to the typical consumer. During that time, the real god of styrofoam, Hermann Staudinger was able to acknowledge the properties of the material and won a Nobel Prize for his efforts.

One of the most forward-thinking chemical companies, Badische Anilin- und Soda-Fabrik, better known as BASF, was the first company to manufacture the genius, non-biodegradable material.

On average, Americans selflessly do their part in contributing to their own demise by providing an average of 2.5 billion styrofoam cups to landfills a year. By selecting the non-biodegradable material over reusable or biodegradable materials, humans make their intentions clear: they would rather demolish their world, to pave the path for new species to come.

For every 10,000 styrofoam cups produced, 680 pounds of greenhouse gas are released into the environment. Styrofoam trays, which require more styrofoam to create, are used by the majority of students at Homestead. In fact, if all of the school's roughly 2,400 students used a styrofoam tray each day of the school year, 432,000 trays would be disposed into the environment, adding up to be 29,376 pounds of greenhouse gas. A truly selfless gesture of the school to prepare for the students' future.

Not only do students use the plastic trays, but some make the extra effort to increase their contributions to the end of humanity.

Combinations of styrofoam plates stacked on styrofoam trays, two styrofoam trays to separate the copious amounts of food and two styrofoam plates for personal pan pizzas all reflect the lengths students will go to cleanse the Earth of humanity.

Not only do students select to use the styrofoam, but the school also plays its role by choosing styrofoam, rather than other, options for the lunch tray of choice. One such ignored option is biodegradable lunch trays made from fibers, rather than styrofoam. These trays would be just as hassle free, as styrofoam, yet better for sustaining humanity.

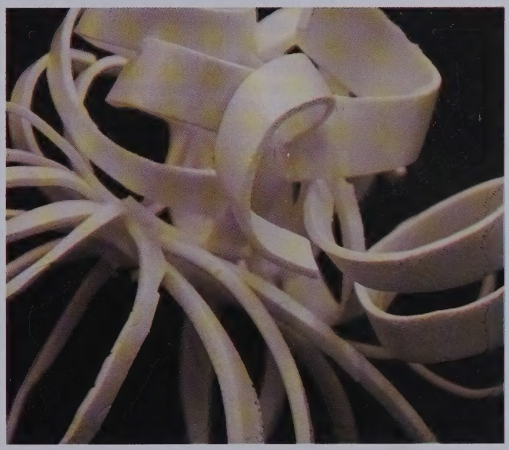
Additionally, plastic lunch trays serve as another feasible option, which would have to be cleaned after using. Although both options may be more expensive than styrofoam, they would help contribute to the future of the student body.

The styrofoam lunch tray is symbolic of one of the largest global paradoxes. Communities desire to prepare their children for the future; however, the do not prepare the future for their children. In a growing world, it is important not to save the environment, but rather sustain our environment, to save ourselves.

*Note- Styrofoam is the name of a product made from polystyrene, but was referred to as "styrofoam" to increase understandability.

432,000 styrofoam Trays

29,376 Pounds of Greenhouse gas



Above: The styrofoam problem is one made by humanity and one that can only be fixed by humanity. Each day, students contribute to the world's fate just by using a single lunch tray.

Left: Styrofoam on the ground, reflecting it's juxtaposed presence in nature. Styrofoam fills up around 30% of landfills and also floats, meaning that the styrofoam has accumulated on coastlines and in waterways.

Above Right: Despite styrofoam being used as a disposable commodity, students have also used the styrofoam to make long lasting projects. Featured is Peyton Messal's (10) "styrogami", which was displayed during Spring Arts Week.

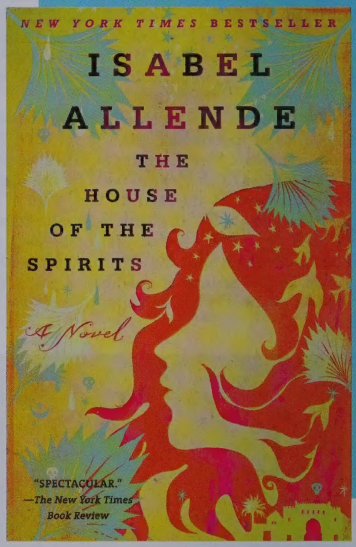
Right: Although technologies exist to recycle styrofoam, they are costly. According to Inhabitat, less that one percent of plastic foams are recycled.

The J List Book Nook

JUNE HILL
Online Editor

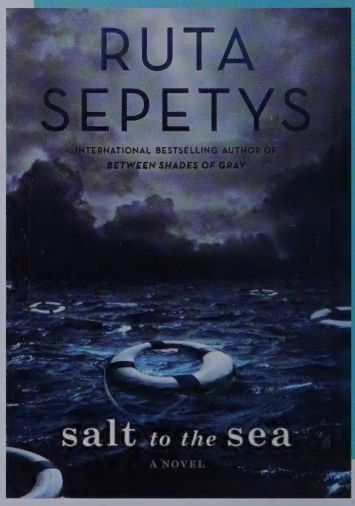
Each month I (June, duh) recommend something that is vitally important to my existence. This month, books because-*dramatic pause* I read a lot. There is something about reading a book you won't be quizzed on that just makes it a much more enjoyable experience. These are some of my personal favorites and I tried to recommend books that everyone can enjoy. If you have even made it this far that means you are literate (yay!) and therefore should consider experience one or two or ALL of these excellent novels. Below you can read up about these novels to help you decide if you want to read one. So please enjoy!

House of the Spirits
by Isabel Allende



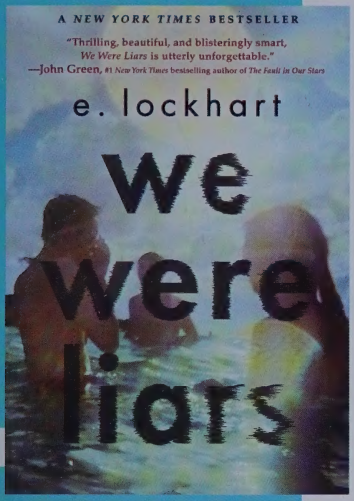
This was my first Isabel Allende novel, but it won't be my last. One of my favorite aspects of *The House of Spirits* is how it spans most of the twentieth century, detailing the complex lives of three generations of the Trueba family. Esteban Trueba makes his family's fortune but becomes bitter and obsessed with retaining his wealth. His unruly daughter Blanca falls for a man he despises, but Blanca's forbidden love produces his greatest joy, his grandaughter Alba, who, according to the novel's description, leads the Trueba family and their country into a "revolutionary future." The trials and tribulations of the Trueba family are beautifully written, vibrant and witty, making the House of Spirits an absorbing read. As I mentioned before, the plot thickens over the course of 90+ years, and I did not feel like I had missed any of them. I found myself profoundly impressed by Allende's ability to smoothly sum up months and years of the Trueba's hectic lives in a paragraph or two. I would recommend this book to anyone who enjoys eloquent details, something Allende has nailed down, or to those who love a good bildungsroman, because in this book you get three!

Salt to the Sea
by Ruta Sepetys



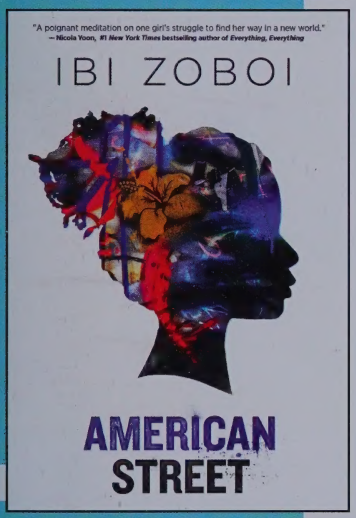
If you have ever read *Between Shades of Grey*, you already know and love Ruta Sepetys. This novel focuses on the end of World War II, when thousands of refugees are making their way through Prussia to the ocean, hoping to board giant ships to escape the war zone before the Soviet Union arrives. Joana, Emilia and Florian, three of our four narrators are all on this treacherous journey. The novel rotates between their perspectives, adding dramatic irony and keeping it engaging. As the novel progresses and as our narrators get closer to the sea, we find out more of their secrets, like how moody and gruff Florian is transporting stolen goods, and how seemingly sweet Joana is not as innocent as she seems. When they finally make it to the sea there is still about half of the book left. I was nervous at this point because I thought everything was resolved, they would board their ship and sail away, but NOPE, the book just got harder to put down. Sepetys's pays tribute to the overlooked tragedy of these thousands of refugees in Salt to the Sea. I recommend this book to any historical fiction buff, anyone who has read *Between Shades of Grey*, as well as anyone who can respect a story that perfectly captures the terror and loss of World War II.

spread design by June Hill


A NEW YORK TIMES BESTSELLER
"Thrilling, beautiful, and blisteringly smart, We Were Liars is utterly unforgettable."
—John Green, #1 New York Times bestselling author of The Fault in Our Stars
e. lockhart
we were liars

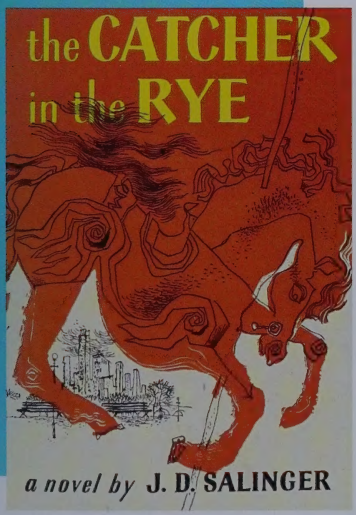
We Were Liars
by E. Lockhart

Not gonna lie, the last twenty pages of my copy are stained with my tears. Call me sentimental, but this book got me good. This sophisticated suspense novel follows Cadence Easton Sinclair during her 17th straight summer on her family's private island. Cadence looks forward to every summer, its one of the few times she gets to have her family all in one place. But the year before, during summer 16, the adults all start fighting over inheritance, arguing and throwing hateful comments around. At the end of summer 16, something happened one evening, and due to the memory loss caused from a brain injury she sustained that fateful night, she can't remember anything from that summer. But, Cadence is determined to find out just what happened summer 16. As her memory returns, jolted into her mind by being in familiar places on the island, Cadence slowly and painfully uncovers the truth. This novel is a pretty easy read and the plot had me engrossed in every word. If I had had two or three straight hours to kill, I would have slaughtered them by reading *We Were Liars*. I recommend this novel to anyone who loves a good plot twist, and to anyone who likes crying... a lot. No, I don't cry when I read normally, but by the end of this book, I was bawling and my Mom had to come check on me.


"A poignant meditation on one girl's struggle to find her way in a new world."
— Nicola Yoon, #1 New York Times bestselling author of Everything, Everything
IBI ZOBOI
AMERICAN STREET

American Street
by Ibi Zoboi

This is one of those books that just changes your perspective on life. Zoboi taught me that America, a place that has always been my comfortable and privileged home, can be incredibly scary and foreign to others. This is just what Fabiola Toussaint experiences. Fabiola and her mother had a plan: they were supposed to move from Port-au-Prince, Haiti, to Detroit Michigan to live with Fabiola's aunt and cousins. Fabiola is already not happy about uprooting her life and going to live in America, and the move becomes even more terrifying when her mother is detained by authorities in New Jersey and Fabiola has to go to Detroit alone. She is scared, lonely, and can't even speak English very well, but with support from her wild cousins, tough love aunt and some Haitian Gods, life in Detroit becomes comfortable. Just as she finds her footing in the rocky streets of Detroit, a dangerous proposition presents itself, and Fabiola soon realizes that freedom comes at a cost. *American Street* is all about adjusting, leaving behind what you know, and being forced out into the unknown. I recommend this book to anyone who needs a little inspiration to step out of their comfort zone and face the truth.



Catcher in the Rye
by J.D Salinger

The Catcher in the Rye is one book that I would have read on my own had it not been school required reading. Do not, I beg of you, Sparknote this one. The Catcher in the Rye is all about the journey, not the destination. Holden Caulfield is just a 16 year old kid running from his problems, and that, my friends, is basically the entire book. He is afraid of his impending adulthood, and he does everything he can to avoid thinking about being a grown up. So he wanders New York City after getting kicked out of yet another boarding school, avoiding the future and just trying to live in the moment. That's one aspect I admire about Holden, his ability to tune everything else out and just be in one place at one time, even if it is for the wrong reasons. One of the aspects I love about this book is Salinger's ability to make Holden so lifelike; I felt as if I was reading his thoughts, every angsty, humorous, distracted one that ran through his head. Sometimes I would find myself reading a two page rant about ducks or the pointlessness of movie theaters. Salinger also writes in such an unstructured way; it does not feel messy, but maybe that's why Holden is so realistic, because real people aren't perfect. I would recommend this book to people who can appreciate chaos, and to anyone who doesn't want to grow up.

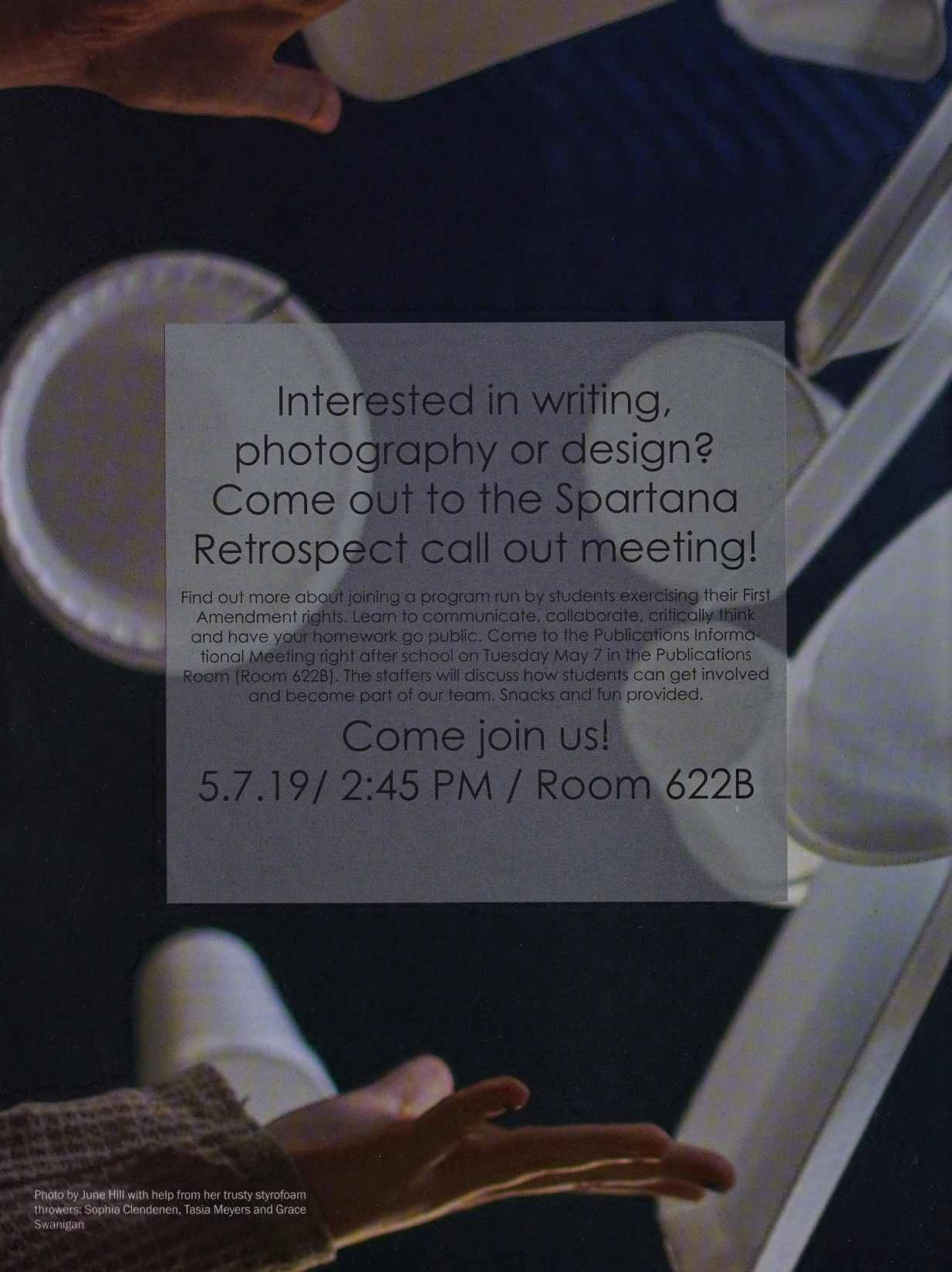

Interested in writing, photography or design? Come out to the Spartana Retrospect call out meeting!
Find out more about joining a program run by students exercising their First Amendment rights. Learn to communicate, collaborate, critically think and have your homework go public. Come to the Publications Informational Meeting right after school on Tuesday May 7 in the Publications Room (Room 622B). The staffers will discuss how students can get involved and become part of our team. Snacks and fun provided.
Come join us!
5.7.19/ 2:45 PM / Room 622B

Photo by June Hill with help from her trusty styrofoam throwers: Sophia Clendenen, Tasia Meyers and Grace Swanigan

Spartana

May 2019 // Issue 7

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THIS ISSUE IS JUST FOR LAUGHS

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6-7 **The Conspirator**
Breaking news: the Earth is flat! Read about the latest theory and how it may be more than just a conspiracy. Make sure to remember that this issue is just for laughs.

8-9 **Finals Fun!**
Need a break? Finished your final? Then enjoy an end-of-the-year themed crossword and some Hallway Bingo, a game invented by our own staff-member.

10 **June's Summer Essentials**
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11 **Mikayla's Summer Survival Kit**
Although many love the summer heat, there are those who prefer not to get burned by the sun. Mikayla provides her tips and tricks for avoiding the dreaded sun and surviving the terrors of summer break.

12-13 **Which Staffer Are You?**
Despite the Spartana staff having a lot in common, we also have a few key differences that make us each unique. Find out which staffer you have the most in common with in this personality quiz.

14-15 **A Fond Farewell**
Now that the year has come to a close, it is time to say goodbye to our editor-in chiefs, Lauren Berta and Lisa Chen. They have been an incredible influence on the Spartana staff, as well as their readers.

spread design by Mikayla Havsion

Notes

Dear Reader,

With the end of the year, stress seems to be higher than ever. Between the seemingly endless tests and end of the year homework, we believe that you all deserve a break. Rather than providing you with serious news, we decided that it would be better to help you rest your brain and reflect on the accomplishments of the year. To help you, we have provided summer essentials, games and activities, as well as directions on how to bathe your unicorn. We hope our issue helps you to embrace summer and maybe even makes you laugh. Good luck on your finals and have a terrific summer!

Sincerely,

The Spartana Staff

Love the Spartana? Look forward to the yearbook? Enjoy writing, photography and/or design?

If you said yes to any of these questions, then Publications might be the place for you. Each year, the Spartana and Retrospect staffs work to represent and keep the school informed, but to keep this tradition of truth, we need your help. If you are interested in joining the Publications family, please e-mail hhspublications@sacs.k12.in.us, as we would love to have you.

Spartana Staff

Editors-In-Chief
Lauren Berta
Lisa Chen

Copy Editor
Mikayla Havison

Online Editor
June Hill

Design Editor
Emmalyn Meyer

Writers
Julia Epling
Keely Groholski
Hafsa Ibrahim
Matthew Quintos

Advisor
Terri Nowak

Contact Us

Wesbite
hhsspartana.com

Email
thespartana@gmail.com
hhspublications@sacs.k12.in.us

Twitter
@TheSpartana

Instagram
_hhspublications

From the creators of If You Give a Mouse a Cookie

IF YOU GIVE A UNICORN A BATH

LAUREN BERTA
Editor-in-Chief

STEP 1: As the lukewarm water is running, add a few drops of essential oils or a bath bomb to give a soothing scent that will put your unicorn at ease.

STEP 2: As your unicorn is getting in the cool water, let the faucet run on hot for a little while to heat up the tub.

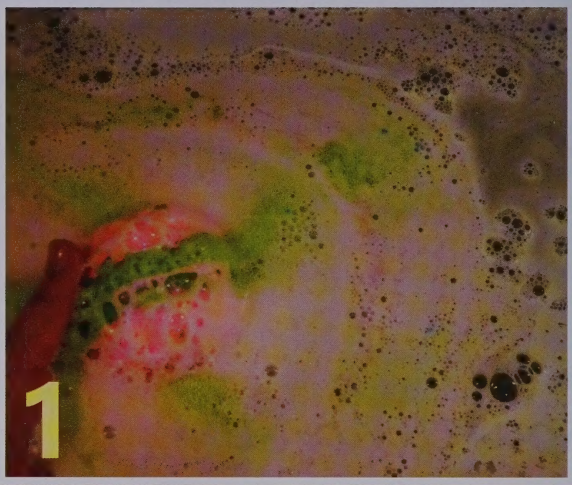
STEP 3: Use an exfoliator to get rid of the dead fur that may gather on your unicorn after a hard days work.

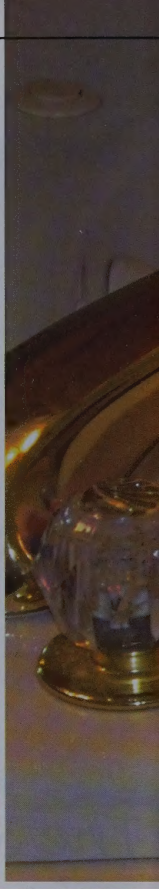
STEP 4: Once you've washed off the exfoliant, apply a creamy, moisturizing body wash that will soften your unicorns fur.

STEP 5: Use gentle shampoo and conditioner on the mane of your unicorn to soften their fur even more.

STEP 6: Your unicorn can now carefully step out of the bath and be patted dry.

STEP 7: Blow dry your unicorns mane dry using warm air.





spread design by Julia Epling

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7

Q Who is Fresco Melt? A

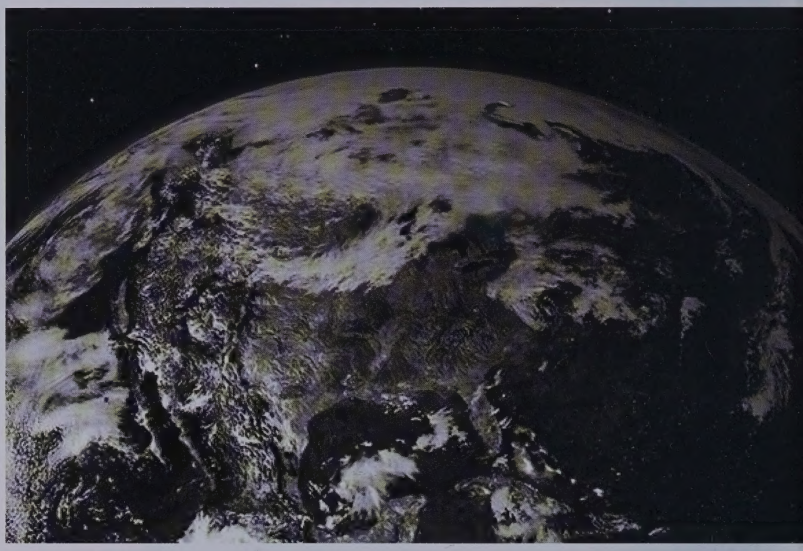
Fresco is the Spartana mascot. He's been in the press room for a few years now, and first began as a popular napping tool. Lauren Berta (12) named him last year when she was hungry, and the name has stuck since.

The Conspirator

NEW STUDIES PROVE EARTH IS FLAT, PLUS OTHER STARTLING DISCOVERIES

MATTHEW QUINTOS
Writer-in-Chief

In the Spartana's personal scientific inquiry into the shape of the earth, the staff has determined that the earth is indeed flat. If the earth is really round, why is it called sea level, not sea curve? Why are our shoes flat? Why can we lay flat on the ground? These are some of the pertinent questions the Spartana is attempting to answer.



The Flat Earth Society is the leading voice in the flat earth theory. They claim that they are "striving to provide a voice for all free thinkers". Central to the flat earth theory claim is a belief that NASA is a hoax.

According to The Flat Earth Society website, "The earth is portrayed as round in NASA media because NASA thinks it's round. They are not running a real space program, so they wouldn't know what shape the earth truly takes." Evidence for a flat earth exists in "many different facets of science and philosophy". The Flat Earth Society cites the philosophical idea of Empiricism to justify their beliefs.

Empiricism is the theory that knowledge should be gained by the senses. One must overlook math and science to deduce the true shape of the earth within.

The Flat Earth Society is convinced that "space agencies of the world are involved in a conspiracy faking space travel and exploration". This belief stems from an understanding of both the USA and the former Soviet Union making fake advances towards space travel to keep pace with the others achievements.

Financially, this would allow space agencies to embezzle public funds. Any supposed moon landings were simply designed to enforce the view of a round earth. Furthermore, most images of earth are manipulated using modern camera methods and photo editing software. Antarctica exists as an ice wall surrounding the earth that serves to hold the ocean back.

Day and night cycles are easily explained by the flat earth theory. The sun moves in circles around the North Pole. When it is over your head, it is daytime and when it is not it is nighttime. Sunlight is confined to a limited area of the earth during the day. The sun's light acts like a spotlight upon the earth.

Celebrities' "Flat Earth" Testimonies

"Right or wrong, just place the thought out there, that everyone is not thinking sometimes," Kanye West said in an interview with Jimmy Kimmel.

"When I'm in my bus and I drive from Florida to California, which I do every summer, it seems to be flat. When I'm in my plane, and we're getting ready to land, and I open up the window, and I'm looking at all the land that we're flying over, it seems to be flat," Shaquille O'Neal said in The Big Podcast With Shaq.

"If you really think about it from a landscape of the way we travel, the way we move and the fact that can you really think of us rotating around the sun and all planets aligned, rotating in specific dates being perpendicular with what's going on with these planets and stuff like this... It doesn't come back. There is no concrete information except for the information that they're giving us," Kyrie Irving said in a Washington Post interview.

Man Has Never Walked on the Moon

MATTHEW QUINTOS
Writer-in-Chief

What do Whoopi Goldberg, Stephen Curry and Marion Cotillard have in common? They all believe the moon landing was faked. According to the Telegraph, the most plausible reasons for the moon landing never occuring include, but are not limited to the following list.

1. When the astronauts are putting up the American flag, it waves. There is no wind on the Moon.

2. No stars are visible in the pictures taken by the Apollo astronauts from the surface of the Moon.

3. No blast crater is visible in the pictures taken of the lunar landing module.

4. The landing module weighs 17 tons and yet sits on top of the sand making no impression. Next to it astronauts' footprints can be seen in the sand.

5. The footprints in the fine lunar dust, with no moisture or atmosphere or strong gravity, are unexpectedly well preserved, as if made in wet sand.

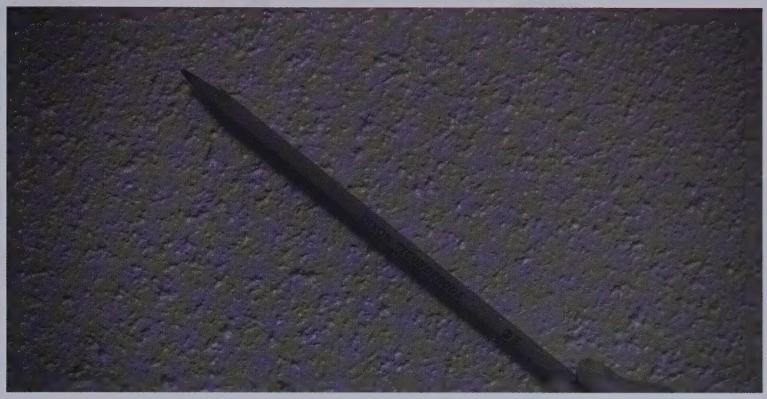
6. When the landing module takes off from the Moon's surface, there is no visible flame from the rocket.

7. If you speed up the film of the astronauts walking on the Moon's surface, they look like they were filmed on Earth and slowed down.

8. The astronauts could not have survived the trip because of exposure to radiation from the Van Allen radiation belt.

9. The rocks brought back from the Moon are identical to rocks collected by scientific expeditions to Antarctica.

10. All six Moon landings happened during the Nixon administration. No other national leader has claimed to have landed astronauts on the Moon, despite 40 years of rapid technological development.



Government Lizards Live in High School Walls

JUNE HILL
Online Editor

In recent weeks, Snapchat has been littered with short videos of high school students sticking various items to the walls of their cinder block schools, seemingly by magic. The students do not appear to be using tape or glue to get these pencils and computer chargers to adhere to the cinderblock of the walls, so how are these items sticking to the walls?

Howard P. Smoogledorf*, a community college professor, was fascinated by this question. Determined to find out the answer, he conducted an experiment in early May to determine the physics behind the sticking abilities of cinderblock.

He started by going down to the local high school to stick small items to school walls: paperclips, pennies, sticky notes. Somehow, only the sticky notes were able to stay on the walls.

"Yes, only the sticky notes worked, so I knew something was up. Students were able to get pencils and graphing calculators to stay on the walls." Smoogledorf said. When asked if this was because the sticky notes were sticky, he replied that he had not considered that idea.

Smoogledorf went back to his lab, more determined than ever before.

"I decided to try something no scientist has done before," Smoogledorf said. "I bought a high school."

Smoogledorf has used his scientific knowledge and masses of intelligence to determine that the only way he would get to the bottom of this mystery would be if he owned his own school which he could then demolish sake the sake of science.

"I tore down the school so I could look into the walls and see if there was anything within the walls that could be making things stick." Smoogledorf said.

Shmoogledorf was right, when he tore down the school he discovered a tiny lizard among the rubble.

"Well maybe it was a lizard, it could have been a mouse or a dirty tissue" Smoogledorf said.

But anyways, Smoogledorf determined that these tiny lizards must be using their tongues to stick things to walls. After more research he found that these lizards work for the government.

"These lizards have always been in the walls, reporting to government officials what goes on inside high schools. And then one day, Jim Shue** threw a pencil at a wall and a lizard caught it," Smoogledorf said. "This student directed his peers' attention to the wall where his pencil had stuck and the craze of sticking things to walls was born."

Now, students all across the country are sticking anything they can get their hands on to the walls of their school.

"The bigger the thing you stick to the wall, the bigger the Gozard is," Smoogledorf said.

Gozard, short for Government Lizard, is the nickname Smoogledorf came up with for the wall reptiles.

No one has ever seen a Gozard except for Shmoogledorf, but according to him: "They have to exist, because it's the only logical explanation for how things are sticking to the walls."

Thanks to Smoogledorf, the Government Lizards are exposed and students are safer as a result.

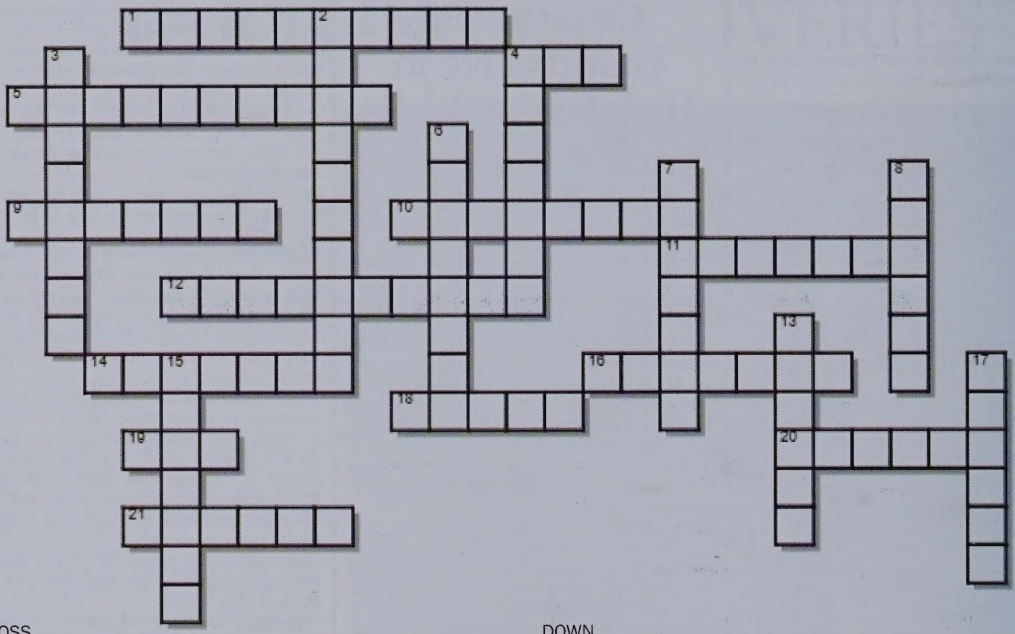
*Name has been changed to protect the identity of the teacher.

**Name has been changed to protect the identity of the student from the government.

Finals Fun!

Why stress about finals when you could do these activities instead?

EMMALYN MEYER
Design Editor



ACROSS

1. (2 words) Teachers will either give you this in the form of an 80-question packet or nothing at all.
4. If you pass all your finals, this might go up.
5. The one time you don't charge this, it dies.
9. Plug in your earbuds and find a "Relaxing Study Jazz" playlist to listen to on this.
10. I need a researched source for this?
11. This is a great online place to rant about how tired you are and the scores you earned.
12. This is what everyone in their last year of school blames for lack of motivation.
14. If you wear these during a test (and you get caught), you're definitely getting a 0.
16. Let's hope somebody made one of these on the exact test you're about to take.
18. This will hydrate all of your studying tears.
19. How long can you do this before it turns into bedtime?
20. Drinking this will ease the exhaustion - but not for long.
21. Are you ready for these?

DOWN

2. (2 words) You'd never use this program to share answers with your friends, right?
3. You'll need a new one after carrying all your textbooks around in it.
4. The best thing to cover up the dark circles from studying with.
6. The only magazine that can help you get through finals.
7. Don't watch one more episode of this! It is midnight and you have three tests tomorrow.
8. Any science test would make a reasonable person do this.
13. Only Number Twos allowed on AP tests.
15. You didn't do this earlier when you were supposed to, but now your English final is over it and there's no time to make it up.
17. You wish you could move here and get payed to take all of your high school tests.

spread design by Emmalyn Meyer

Hallway Bingo

Cross off the conversations you hear in the Homestead hallways!

Classes they hate	General tests and/ or essays	Student drama	Driving stories	Hunger
Talking in another language	Gaming	Significant others	Excitement for end of the year	Stress
Grades slipping	Dropping out of school	FREE	A funny story	Finals
Strange out-of-context snippets	AP tests	Summer plans	GPA related things	Other people's significant others
College	Teacher complaints	Jobs	Sleeping (or lack thereof)	The new Spartana

Summer Essentials

JUNE HILL
Online Editor

Summer is almost here and in just one week, we will be lounging around letting our brains melt; I can't wait. And just to get everyone more excited for break, this month I decided to share some of my favorite summer products. In my eyes, these items all help make summer the best that it can be, so please enjoy!

Popsicles

I love making popsicles in the summer. When I was little, I would freeze orange juice in a cup with a popsicle stick stuck in it. The result would be the perfect sticky and sweet dessert after eating dinner outside. This affinity for popsicles has lead me to be a connoisseur of this frozen treat, and while popsicles from the store are a great way to satisfy a sweet tooth, I like making my own. It is fun to personalize them, you can really make whatever you want. If you have a craving for a sugary sweet treat this summer, popsicles are a great way to satisfy it.

Bucket Hats

I am very pro hat, particularly bucket hats. Three reasons why I love them are: for one, they are just so dang cute; second, most people can rock a bucket hat; and third, like most hats, they make it easy to cover up a bad hair day. I highly recommend getting a bucket hat this summer, or even just any hat to keep those devilish UV rays away from your brain. I got my hat from Amazon and it is similar to Reni's (drummer from The Stone Roses) hat. You could also just find a normal bucket hat on Amazon without a lemon slice on it; they come in all colors and cost around $10.

Disposable Camera

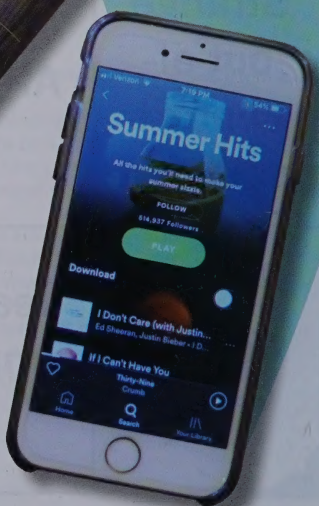
There is something about tangible pictures that is just so satisfying. I take most photos on my phone, which is great - I mean, my phone is right there and easy to use; plus, I can always print it out later if I want to (but of course I never do). The thing about disposable cameras is that you have no idea whether or not the picture you just took will actually turn out well. Disposable cameras make photography more fun and risky. By the time I go to get them developed, I won't even remember having taken half of the pictures, which adds an entertaining element. Maybe try getting a disposable camera this summer to capture your favorite moments.

Sun Bum Sunscrean

During spring break in eighth grade, I went to Siesta Key with a friend. Innocent 14 year old me thought I would tan better with less sunscreen, but by the end of the week my shoulders were snowing fat flakes of skin, the skin around my mouth had crusted over, and I couldn't speak without tearing my face open. It. Hurt. A. Lot. My mom called me lizard girl for a week so unless you want your parents comparing you to reptiles, it's time to lather up with that SPF goodness. I recommend Sun Bum original SPF 30. It has this nice, moisturising formula and it would have saved me a lot of pain in eighth grade. Also, 10 points for cute packaging.

Summer Playlist

I would highly recommend putting together a summer playlist this year. I am not going to recommend particular songs, because you know what kind of music you like and I don't really want anyone to hate on my favorite songs. Your summer playlist should reflect your favorite songs, so fill it with feel good music that just makes you happy or makes you want to shout lyrics in the car with your friends. I really enjoy putting together playlists, and getting all my summer songs in one place made me feel like school couldn't end fast enough. Another reason it's nice to have a summer playlist is because once school starts up again, these songs can remind you of the good times you had over the summer. Well, that might make you nostalgic and sad, but that's okay too.



spread design by June Hill

Summer Survival Kit

MIKAYLA HAVISON
Copy Editor

You may have heard of June's Juice or The J List, but my new column, Mikayla's Miso might just be better (not to toot my own horn or anything). If you prefer not to look on the bright side this summer, then this column is for you. After all, summer is a game of survival, rather than fun in the sun.

Fan

For the rare occasions where journeying into the sun becomes a necessity, don't forget a sun umbrella to keep you cool. I recommend the sun umbrellas from Coolibar, which typically sell for around $50 and come in fun colors, to help you embrace the summer vibes. Some would argue that enjoying the sun is part of summer fun; however, sunburn is anything but fun.

Umbrella

Even with the AC, the summer heat can still penetrate the walls of your room, making the climate unbearable. If you want to make your reading corner a relaxing space, rather than a sweaty one, make sure to invest in a fan (or two). My favorite fans are from Honeywell, and they can be purchased at Target, as well as most stores in the area. They are relatively inexpensive, so make sure to stock up and beat the summer heat.

Laptop

Although it's summer, the grind should never stop. Make sure to have your laptop nearby, so you can check your AP scores the moment they come out. You can also use your phone or any other electronic device. Make sure not to be near a window, as this will affect the glare and could delay you viewing your score. You can also check your finals scores and possibly start studying for next year.

Waiter on the Way

My preferred way to kick off summer is to order some delivery food from Waiter on the Way. Despite other delivery services growing in popularity, Waiter on the Way continues to have the largest selection of restaurants in the area. From Asian to Italian, Waiter on the Way will always deliver and help you avoid the heat. They also provide delivery from my favorite restaurant, the Thai Diner. Going out during the summer is overrated, especially when there is delivered food on the line.

Roof

You won't need sunscreen if you stay inside, saving you money, time and effort. Additionally, staying inside will help you avoid skin cancer. Worried about not being tan? Don't be. If you stay inside, nobody will see you anyways. My favorite homes include ones without windows, that way, eye-damage can also be avoided.

Which Spartana

Start Here

Watch Netflix or hang out with friends?

Hangout with friends

Are you picky with food or do you like to try new things?

Picky

Try all the things!

Watch Netflix

Push peoples buttons or avoid conflict?

I'm more of a peace keeper

Are you sporty or not?

I'd rather stay inside

Button Smasher!

Sports for life!

Emmalyn

Pack your own lunch or have someone else do it for you?

I know what I want

Mikayla

I'm too lazy

Matthew

spread design by Keely Groholski

Staff are you?

KEELY GROHOLSKI
Writer

Keely

I'm a neat freak!

Lauren

Messy or clean?

There's method to my madness

Realist or Optimist?

Realism all the way

Lisa

Everything is good!

Julia

Would you wear a gold glitter suit to prom or just go for a classic outfit?

No thanks

Hafsa

The sparklier the better!

June

A Fond Farewell

Lauren Berta

LAUREN BERTA

Former Editor-In-Chief

I believe that when we look back on our entire lives, high school is going to be full of some of the most memorable moments. There's something about the memories we are making now that stand out from the monotony of other parts of life; when we're older we'll go to work everyday and get into a routine that is regular and consistent, but right now we're experiencing lots and lots of firsts.

It reminds me of the side of Steak and Shake on Illinois Road; as you pull around to go through the drive through, there's a wall of black and white photography with spots of red--a balloon somewhere or a cherry on top of shake.

In an indistinguishable sea of memory is that time I saw one of my friends trip in the hallway and I laughed so hard I cried. Or, my first funeral, which was supposed to be sad and serious, but the poor man's nose was so big, I could see it poked out of the open casket from across the room.

I've come to the conclusion that high school is memorable because it's a time of many firsts: the first time driving a car, the first kiss, the first ruined friendship, the first failed test (maybe several if you're like me), etc., etc. And our firsts tend to stick in our memory.

In some of these cases, (maybe a lot of these cases since this is high school we're talking about) that fact is unfortunate. I personally can think of several things I would like to forget, like when I'm trying to fall asleep and I remember something embarrassing I did three years ago.

But as much as I wish I could let go of certain things and only hold onto the joyful and the serene, there's a reason it pops back up into the present day. Those moments were important to me. They hold more weight and meaning than the simplicities of a happy day because they shaped my character, and high school is an important time because you start to understand who you are.

I don't think I would be who I am now if I hadn't felt the embarrassment and shame of being pulled aside after class to talk to my teacher about my disagreeable behavior and felt, for one of the first times in my life, truly unhappy with who I was. And I wouldn't be me if someone hadn't pointed out how bad my legs were shaking during my first speech at school.

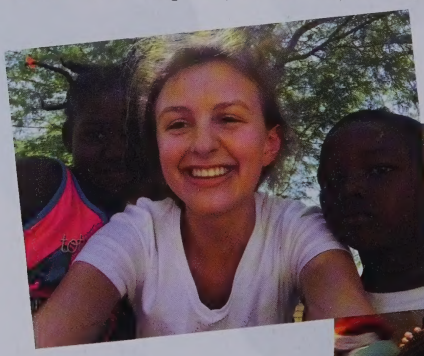
But when I start to think about anxiety-provoking things late at night, I'll think about the splash of color on my consciousness, on my sense of identity. I'll think about the shake with the red cherry on the Steak and Shake concrete wall:

Everything in that black and white shake is good; it's delicious ice cream you'll pay extra for, maybe with chunks of chocolate or m&ms, and with the weird, faux-retro Steak and Shake cup; just like all the many good times and happy moments in the last four years.

But the cherry,--the moments of pain, moments of fear, moments of anxiety--the cherry is critical to making the shake a shake. A shake without the cherry wouldn't have been picture-worthy, wouldn't have been worthy of blowing up big to put on the wall.

And the cherry on top, bright with color, is what distinguishes black and white photography, just the capture of a moment, from a divergence into art.

The point being that without those splashes of color, without the occasional cherry or red balloon, a shake is not a shake and a human is not a human. My cherries define who I am. So, here's to the hope that in all the moments of my life, what is red, only adds to my identity. I hope what is red makes me a more complete, interesting individual, just like the wall at Steak and Shake kind of makes you want to spend some time inside.



spread design by Mikayla Havison

Lisa Chen

LISA CHEN

Former Editor-In-Chief

Ever since I was younger, I have always been fascinated by the news. Aside from flying down my neighborhood street in my bike and eating ice cream with my friends, I always sat down in front of the TV screen in elementary school, immersing the summary of the day's top events. As I grew older, this fascination manifested itself into a literary form. Every weekend, I read the small town newspaper mailed to my house, scouring over the details of each event. Soon, I advanced to The New York Times and The Washington Post and my favorite magazines, Reader's Digest and Time.

For me, reading the news was more than a leisurely activity but rather a medium of my continual attempt to understand the world and the events that occur in it. I can say with confidence that I would not know all the information I do today had I not been so invested in staying up to date on current events.

Although I had always enjoyed understanding the news, I never imagined myself to be on the other side of reporting and relaying it. As a freshman, I signed up for the Journalism I and II classes in the sheer hope that I could improve my writing abilities in a different style. Little did I know that I would treasure the interviews I have with my peers and teachers and the feeling of satisfaction when the pictures, text and headline of a page perfectly fit together.

High school consists of many ups and downs. The stress of AP testing and capstone essays contrasts with the joyfulness of driving your first car and going to prom. Despite the rockiness of emotions experienced, the publications class has been a steadfast channel for tranquility and entertainment. I have appreciated the "fun" moments in class; from celebrating everyone's birthday with cupcakes to random food parties to having existential crisis conversations about life, my favorite class in high school has been The Spartana class because of the freedom we have had. Thank you to Mrs. Nowak for being the best advisor!

Being on The Spartana has allowed me to learn the otherwise unknown stories of the people I share a hallway with for six hours every day. It has allowed me to truly experience the varying backgrounds of everyone at Homestead. And it has allowed me to meet some of the most genuine people I know (shoutout to everyone on my staff for letting me boss them around!) who I'm sure will find success in the future.

Most importantly, being a staff member on The Spartana has allowed me to comprehend the importance of the news in advancing society through education and unification of communities. As I head off to college next year, I am eager to continue my involvement with journalism with a minor in public relations. Above all else, I am eager to continue discovering and conveying the truth.

PHOTO BY HAFSA IBRAHIM
DESIGN BY JUNE HILL